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# Self Evaluation Report II

School of
Home Economics

January 1960

OREGON STATE COLLEGE
Corvallis, Oregon

IV-20 ED000506

# SELF EVALUATION REPORT II

## SCHOOL OF HOME ECONOMICS

Prepared for the

Commission on Higher Schools,
Northwest Association of Secondary and
Higher Schools
March 1960

MIRIAM G. SCHOLL, Dean

OREGON STATE COLLEGE
Corvallis, Oregon

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# SCHOOL OF HOME ECONOMICS

## A. Objectives

1. The particular objectives of this School.

The objectives of the School of Home Economics are compatible with and complementary to the Aim of Oregon State College, "to provide both opportunity and inspiration for gaining knowledge and for developing attitudes and abilities which contribute to living in a democratic society." "Home Economics is the field of knowledge and service primarily concerned with strengthening family life through:

educating the individual for family living

improving the services and goals used by families

conducting research to discover the changing needs of individuals and families and the means of satisfying these needs

furthering community, national, and world conditions favorable to family living."*

"Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences, and from the arts; and it applies this knowledge to improving the lives of families and individuals. Its concern is with these aspects of family living:

family relationships and child development

consumption and other economic aspects of personal and family living

nutritional needs and the selection, preservation, preparation, and use of food

design, selection, construction, and care of clothing, and its psychological and social significance

textiles for clothing and for the home

---

*American Home Economics Association, Home Economics, New Directions, A Statement of Philosophy and Objectives, 1959.

housing for the family and equipment and furnishings for the household

art as an integral part of everyday life

management in the use of resources so thar values and goals of the individual, the family, or of society may be attained."*

The objectives of The School of Home Economics are to meet these goals by providing instruction for undergraduate and graduate major students as well as service courses for non-major students; to conduct research; to provide public and field services; to cooperate in furthering the functions of the Federal Home Economics Extension program in Oregon; "to provide preparation for professions in home economics, in education, business and industry, in dietetics and institution administration, in social welfare and public health, in research--all directed toward the betterment of family life."**

2. Studies made recently, looking to a review of these objectives.

   a. An intensive curriculum study of the past three years was brought to completion in June, 1959. At the beginning of this study, philosophy and goals were established using as a basis those presented in the American Home Economics Association's "Home Economics in Higher Education." All Home Economics staff members participated in this study through small discussion groups that cut across all departments. In May, 1959, the Home Economics staff unanimously went on record that curriculum recommendations be made "on the premise that all major students working towards a degree in the School of Home Economics take some work in Foods and Nutrition, Family Life and Home Administration, and in Clothing and Textiles and Related Arts."

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*Ibid.

**Division of Home Economics, American Association of Land-Grant Colleges, and State Universities, Home Economics in Land-Grant Colleges and Universities A Statement of Objectives and Future Directions. November 1959.

b. Studies of Home Management Houses and Nursery Schools are under way in connection with the new building program.

c. Planning for a "Family Living Center" to include the new home management houses and nursery school unit has begun.

d. A committee made up of members from all Departments has this year made recommendations and agreed upon content for the one credit course in Home Economics Orientation for entering freshmen.

e. Dr. May DuBois, Department of Home Economics Education, School of Education, has recently completed a follow-up study of Home Economics graduates, 1940-57.

f. Course content in all courses in the School of Home Economics is subject to continual revision and evaluation within the subject matter departments.

3. The extent to which these objectives can be carried out by the School with its present program, organization and resources.

Some areas within the School are in need of either further development or reactivation. The retirement of Maud Wilson in 1950 brought to an end the program in housing research for which the School through Maud Wilson's work had become noted. No replacement of personnel for housing research has been made since that time. This could be said to have affected the teaching program in housing. In general, an adequate teaching program for undergraduate students can be carried out in all phases of home economics at this time. Variations in emphases are determined by individual differences of staff members and Department heads. Predicted future enrollment increases should assist in providing means for obtaining additional personnel and thus extending combined programs of teaching and research. The Administration of the College is cooperative and generous in assistance towards continual improvement of program, organization, and resources.

4. Non-instructional activities, and their relation to the educational objectives of the School.
    a. Weekly radio and television programs.
    b. Consultant services and recommendations as to standards and practices requested from the various subject matter areas of the School.
    c. Research.
    d. Management responsibilities of members of Department of Institution Management.
    e. Extension responsibilities of the members of the Department of Home Economics Extension also on the School of Home Economics staff.
    f. Warm Springs Indian project. (See Self-Evaluation Report I).
    g. Many non-instructional activities of individual staff members.

It is the belief of the School of Home Economics that these activities and interrelationships bring enrichment and strength to the resident instruction program.

B. Evidence of Stability

1. Date of foundation of this School, and continuity of operation since that date.

1889 Establishment of "Department of Household Economy and Hygiene." Cooking and sewing were courses first taught.

1891 The course of study included: sewing, dressmaking and millinery, cooking, house furnishing and kitchen gardening, floriculture, sanitary science and care of the sick, hygiene, and social etiquette.

1896 Name was changed to "Household Science."

1908 "Household Science" became "School of Domestic Science and Art," with two departments, namely, "Domestic Science" and "Domestic Art."

1909 First Master of Science degree in "Domestic Science."

1914 Original unit of Home Economics Building erected.

1914 School of Domestic Science and Art became the "School of Home Economics."

Four-year program leading to Bachelor of Science degree states: "While the first three years of all the courses are identical, opportunity is given during the senior year to specialize in any one of four fields; namely, Domestic Science, Domestic Art, Home Administration, and Institution Management."

1916 For the first time, courses are grouped in the "catalogue" by areas as follows: Domestic Science, Domestic Art, Home Administration, Institutional Management, Education, and Applied Design within the framework of the two departments of "Domestic Science" and "Domestic Art."

1917 First Home Management House, "Withycombe House," was established.

1918 Departments of "Domestic Science" and "Domestic Art" became "Household Science" and "Household Art" respectively.

Courses were grouped as Household Science, Household Art, House Administration, Institutional Management, Applied Design, and Industrial Education Group.

Home Economics Education is first identified in the "catalogue" as a Department in the School of Vocational Education.

1919 Degree Curricula are identified in "catalogue" as (a) Professional Curriculum and (b) General Curriculum.

Department of Household Administration added.

Beginning of Infant care in Home Management Houses.

First College Tearoom was opened in basement of Home Economics Building for practice experience.

1920 Courses were divided into collegiate courses and vocational courses which were the forerunners of the present day non-major or service courses.

1921 Department of "Institutional Management" became an entity.

1924 Second Home Management House "Covell," opened.

1925 First full-time research in Home Economics was begun by Maud Wilson.

1926 Department of Household Science became the "Department of Foods and Nutrition"; "Department of Household Arts" became "Department of Clothing, Textiles, and Related Arts."

First nursery school established and operated as a laboratory for students.

1932 State Board of Higher Education designated School of Home Economics as major School for the field in the State.

1939 Orchard Street Nursery School erected.

School of Home Economics celebrated fiftieth anniversary.

1944 The right to offer the Doctor of Philosophy Degree with a major in Foods and Nutrition was granted.

1951 New name of "Institution Management" was established for that

Department. Name was previously modified to "Institution Economics" in 1926.

1952 "Household Administration" became "Department of Family Life and Home Administration."

1960 Seventy-first year of School of Home Economics consisting of a full-time resident teaching staff quota of 32.11 with Departments of Clothing, Textiles and Related Arts, Family Life and Home Administration, Foods and Nutrition, Institution Management within the organization of the School of Home Economics. In addition, Home Economics Education in the School of Education, Home Economics Extension and Home Economics Experiment Station Research administered in the School of Agriculture are housed in the Home Economics Building and maintain close working relationships within the School of Home Economics.

2. Names of administrative heads of School during the last ten years, with period of service of each.

Ava Milam Clark (retired) 1917-1950 (At Oregon State College since 1911)

Vera Haskell Brandon (retired) 1950-1955 (At Oregon State College since 1928) (Acting Dean, 1950-54; Associate Dean, 1954-55)

Miriam Grosser Scholl, 1954 to present.

3. Percent of turnover of teaching staff for each of last five years.

Home Economics Staff on Dean's Budget

| Year | Total FTE | FTE Turnover | Percent Turnover | Comments (Figures are FTE) |
|---|---|---|---|---|
| 1954-55 | 2.50 | 1.00 | 40.00 | Retirement |
| 1955-56 | 1.82 | 0.00 | 0.00 | --- |
| 1956-57 | 1.82 | 0.67 | 31.81 | Return to full time teaching |
| 1957-58 | 1.85 | 0.67 | 36.21 | Return to full time teaching |
| 1958-59 | 1.85 | 0.03 | 1.62 | Marriage and resignation |

For details of departmental turnover in Clothing, Textiles and Related Arts, Family Life and Home Administration, and Foods and Nutrition, see pages 66 , 115 ,and 161 respectively.

Summary

| Year | Total FTE | FTE Turnover | | | | | Total FTE Turnover | Percent Turnover |
|---|---|---|---|---|---|---|---|---|
| | | Dean's Office | FN | CT | FL-HAd | IM | | |
| 1954-55 | 29.29 | 1.00 | 2.00 | 0.00 | 1.00 | 0 | 4.00 | 13.66 |
| 1955-56 | 30.19 | 0.00 | 0.00 | 0.33 | 1.50 | 0 | 1.83 | 6.06 |
| 1956-57 | 30.86 | 0.67 | 1.67 | 1.11 | 1.00 | 0 | 4.45 | 14.42 |
| 1957-58 | 31.61 | 0.67 | 1.33 | 1.22 | 3.33 | 0 | 6.55 | 20.72 |
| 1958-59 | 32.10 | 0.03 | 2.00 | 0.67 | 3.17 | 0 | 5.87 | 18.29 |

4. Yearly enrollments of School for the last ten years, excluding Summer Session and Extension courses.

| Year | Total Class Enrollments | Total Student Credit Hours | Percent of Total Student Credit Hours in Departments | | | |
|---|---|---|---|---|---|---|
| | | | CT | FL-HAd | FN | IM |
| 1949-50 | 4760 | 13,122 | 32.9 | 38.6 | 26.4 | 2.1 |
| 1950-51 | 3559 | 10,209 | 38.2 | 31.2 | 28.9 | 1.6 |
| 1951-52 | 3348 | 9,057 | 38.5 | 37.1 | 23.7 | 0.7 |
| 1952-53 | 3384 | 9,280 | 38.5 | 33.8 | 26.2 | 0.5 |
| 1953-54 | 3522 | 8,684 | 39.7 | 33.2 | 26.5 | 0.6 |
| 1954-55 | 3456 | 9,001 | 37.4 | 35.0 | 26.3 | 1.3 |
| 1955-56 | 3783 | 10,296 | 37.3 | 35.7 | 26.4 | 0.6 |
| 1956-57 | 3818 | 10,382 | 38.9 | 34.3 | 25.9 | 0.8 |
| 1957-58 | 4073 | 11,427 | 39.3 | 35.6 | 24.2 | 0.9 |
| 1958-59 | 4115 | 11,319 | 39.1 | 34.1 | 26.0 | 0.8 |

## C. Finance

For funds allocated to the Home Economics Department of the Oregon Agricultural Experiment Station, see Self-Evaluation Report II of the School of Agriculture.

1. In tabular form, the funds allocated to this School for instructional purposes during the last five years from agencies other than the regular institutional income sources. This would include government and foundation gifts or grants, also gift scholarships restricted to this School.

Funds received for scholarships restricted to students enrolled in the School of Home Economics.

| Year | Amount |
|---|---|
| 1954-55 | $2,425.00 |
| 1955-56 | 3,303.00 |
| 1956-57 | 4,075.00 |
| 1957-58 | 2,935.00 |
| 1958-59 | 3,365.00 |

2. Funds allocated to this School for research purposes during the last five years, from agencies other than the regular institutional income sources. This includes government and foundation gifts or grants, restricted to this School.

See Department of Family Life and Home Administration page 117

and Department of Foods and Nutrition page 163.

3. Student-Credit-Hour Cost, not including summer sessions. (Obtained by dividing the yearly School instruction budget (not including building cost or maintenance, or equipment) by the student-credit-hours taught in the School during the same period.)

Instruction Costs by Departments

| | | |
|---|---|---|
| 1956-57 | | |
| CT and RA | $65,412.91 | |
| FN | 48,390.22 | |
| FL-HAd | 58,579.76 | |
| IM | 3,643.27 | |
| Dean's Budget | 31,725.68 | |
| Total | | $207,751.84 |
| 1957-58 | | |
| CT and RA | $84,571.17 | |
| FN | 61,472.70 | |
| FL-HAd | 67,940.70 | |
| IM | 5,523.83 | |
| Dean's Budget | 39,619.90 | |
| Total | | $259,128.30 |
| 1958-59 | | |
| CT and RA | $81.793.12 | |
| FN | 62,196.56 | |
| FL-HAd | 74,440.15 | |
| IM | 5,482.89 | |
| Dean's Budget | 42,386.38 | |
| Total | | $266,299.10 |

Instruction Cost, School of Home Economics

| TYear | Student Credit Hours | Instruction Cost | Student Credit Hour Cost |
|---|---|---|---|
| 1956-57 | 10,382 | $207,751.84 | $20.01 |
| 1957-58 | 11,427 | 259,128.30 | 22.68 |
| 1958-59 | 11,301 | 266,299.10 | 23.56 |
| Mean | | | $22.08 |

## D. Plant

1. Any serious limitation on program resulting from inadequacy in present physical plant facilities.

At the present time, there are no serious limitations in the School of Home Economics program caused by lack of plant facilities. The newest wing on the west end of the Home Economics building was completed in 1953, and the old part of the building underwent modernization at that time according to the recommendations of the faculty personnel in the various departments at the time.

A new department head in the Clothing, Textiles and Related Arts Department now has the training, experience and interest to develop the program in technical textile research further than in the past. This program is under way and will eventually require some adjustments in space as indicated in the Departmental report.

The improvements were not all completed when the major part of the building program ended in 1953. They have continued up to the present time on a yearly basis. A few items remain to be taken care of, such as replacement of old wooden lockers and shelving in the Foods and Nutrition Department. The School of Home Economics is allocated funds for equipment improvement and replacement each year based on yearly requests and most important needs, rather than by budgeting fixed funds for equipment in the regular budget. This really gives greater flexibility in meeting equipment needs each year, on a continuing yet reasonable basis. The Administration is very cooperative in meeting these requests. Improvements are continually in progress.

[illegible]. Greatest need for additional or improved facilities.

See School of Home Economics departmental reports on pages 69, 118, 165, and 227.

## E. Materials and Equipment

1. A tabulation of the total value of equipment and the value of acquisitions during the past three years.

   See Self-Evaluation Report I, E, items 1 and 2.

2. Expenditures for instructional supplies for the past three years.

| Year | Department Instruction Supply Costs | | Total Instruction Supply Cost |
|---|---|---|---|
| 1956-57 | CTRA | $1,139.93 | |
| | FN | 3,651.09 | |
| | FL-HAd | 1,902.11 | |
| | IM | 15.77 | |
| | Dean's Budget | 1,599.02 | $8,307.92 |
| 1957-58 | CTRA | $ 880.64 | |
| | FN | 3,253.94 | |
| | FL-HAd | 2,322.84 | |
| | IM | 55.55 | |
| | Dean's Budget | 2,018.72 | $8,531.69 |
| 1958-59 | CTRA | $ 685.86 | |
| | FN | 3,562.41 | |
| | FL-HAd | 2,554.24 | |
| | IM | 14.61 | |
| | Dean's Budget | 2,266.09 | $9,083.21 |

3. Any major equipment items (costing in excess of $1,000), with valuations, indicating those purchased with gift funds.

   See Clothing, Textiles and Related Arts and Foods and Nutrition departmental reports on pages 71 and 166 respectively.

## F. Library

Three departments within the School have their own seminar-library rooms. (See pages 71, 119, and 166.) All departments and the Dean's Account have library book and periodical budgets that are adequate for the needs of the School. We receive fine cooperation from Director Carlson and the Library staff in service and library needs for the School of Home Economics. (Refer to Self-Evaluation report I, F, Library for additional information.

## G. Records and Reports

1. Whether an up-to-date file of each student's academic record is maintained. How is this kept current?

A complete and up-to-date file of each student's academic record is maintained in the office of the Dean of Home Economics. A folder is kept for each student in which there is a photostatic copy of the official grade record. Each term, all grades are due in the Registrar's office 48 hours after the last scheduled final examination. Grade reports for all students are received in the School of Home Economics within thirty-six hours of this time. These are inspected immediately and are then filed in each student's folder until incorporated in the photostatic transcript that is sent from the Registrar's office to the School of Home Economics at the end of each school year.

2. Whether an alumni file for the School is maintained.

An active alumnae file has been maintained in the School of Home Economics since the conferring of the first baccalaureate degree in the late eighteen hundreds. In 1957, the filing system was revised and brought up to date and graduate degree students were incorporated into the same file as baccalaureate alumnae by using file cards of a different color. The alumnae file is supplemented by a file of each student's complete undergraduate record. This system was started in approximately 1922 and has undergone modernization in the last few years. The School of Home Economics also has access to the file of Oregon State College graduates in the College Alumni office. Their file has recently been converted to IBM. Both files are used for crosschecking in keeping records up to date. The School of Home Economics keeps its file up to date by change of address forms mailed to alumnae with the "Dean's Letter to Alumnae" which is usually sent annually.

3. Frequency of publication of alumni directory for this School.

   No alumnae directory is published by the School of Home Economics.

4. Whether this School maintains placement for graduates, and what records are kept.

   The School of Home Economics in 1959 developed a set of placement papers to be used by graduating seniors and graduates who do not qualify for teaching positions. Home Economics students who meet secondary education certification requirements use the Teacher Placement Bureau in the School of Education. Personal assistance is given to graduates with specialized interests and placement needs by the Dean, Head Counsellor, Department Heads and staff members. Work experience and contacts with business and other agencies are encouraged and arranged for undergraduate students through personal interviews, summer employment and in-service training opportunities.

Meetings are held during the school year to orient students in procedures and customes in obtaining full-time employment after graduation.

The School of Home Economics, the Dean, Department heads and staff members receive numerous requests for qualified candidates for jobs in college and university teaching, research, extension, business and other agencies.

Letters coming to the Dean's Office are acknowledged and the employer is notified that they are circulated to Department heads and staff members who may have suggestions of qualified candidates. They are sent also to the Teacher Placement Bureau. For further information, see departmental reports on pages 71, 121, and 167.

5. Whether a list of publications of staff members is maintained.

A list of publications of staff members is included in the biennial reports of the School of Home Economics and is also in the Oregon State System of Higher Education Bulletin "Faculty Publications Issue," published every two years.

Note: Pages 17 - 23 are exhibits of placement paper forms. They have been moved to the Appendix, pages 240 - 246. Vol. II

## H. The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the School.

### General Statement

OREGON STATE COLLEGE has provided education for women in home economics since 1889, when home economics was in its early beginnings and first organized as a body of knowledge having to do with the science and art of homemaking. Since then, tremendous changes in living have taken place, and a vast amount of knowledge is now available to enhance home and family life. Each year the home economics profession makes increasing contributions to community and society and to the well-being of individuals and families around the world. For these and other reasons the demand for women with college training in home economics continues to increase. They are sought after in commerce and industry, by government, and by educational, philanthropic, and international agencies for positions in teaching, extension, business, and research.

The School of Home Economics has three major objectives: (1) to provide the best possible educational opportunities for women, (2) to assist students in fitting themselves for their varied and dual roles as individuals and homemakers, and (3) to provide training for professional careers.

All home economics students take some work in each of the basic areas: clothing, textiles, and related arts; foods and nutrition; and family life and home administration. They also take work in arts and letters, social science, and science.

Excellent facilities for all phases of home economics work are provided in the Home Economics Building, the home management houses, the nursery schools, and the dormitory housing and dining services.

One- and two-year students who are interested in home economics but who are not candidates for degrees may plan, with the help of their advisers, special programs to meet individual needs, capabilities, and interests. In such special programs, students may elect a variety of courses in other schools and departments of the college.

CORRESPONDENCE STUDY: Home Economics courses are also offered by correspondence through the General Extension Division of the Oregon State System of Higher Education.

GRADUATE STUDY: Through the Graduate School, all departments of the School of Home Economics offer work leading to the master's degree (M.S., M.S., M.H.Ec.). The Doctor of Philosophy degree is offered in foods and nutrition and in family life and home administration.

RESEARCH: The School of Home Economics cooperates with the Agricultural Experiment Station in research programs and undertakes studies supported by State and General Research Funds.

## Oregon State College Requirements for Bachelor's Degrees

To earn the degree Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), a student must complete three sets of requirements: (1) general institutional requirements, (2) institutional graduation requirements, and (3) requirements of the Department and School. Curricular and departmental requirements are listed on the following pages. Institutional requirements follow:

### General Requirements (Institutional)

A student is expected to fulfill the following requirements during her first six terms:

a. English Composition: 9 term hours. (The English placement examination covers the fundamentals of composition. Students who show exceptional ability are placed in honors sections. Students who reveal serious weakness are expected to enroll for two class hours each week in addition to Wr 111. No credit or grade is given for this work.
b. Physical Education: 5 terms in activity courses.
c. General Hygiene: 1 term.

### Graduation Requirements (Institutional)

a. Term Hours: Minimum, 192 - must include:
   (1) Hours in upper division courses: Minimum, 45.
   (2) Hours in major: Minimum, 36, including at least 24 in upper division courses.
   (3) Hours after receipt of senior standing: Minimum, 45.
b. Distribution of hours for baccalaureate degrees:
   (1) Bachelor of Arts: 36 hours in general humanities, English (except Wr 111, 112, 113), philosophy, speech, and foreign languages (including at least 9 hours of review grammar and literature at the second-year or higher level).
   (2) Bachelor of Science: 36 hours in science, or 36 hours in social science, or 45 hours in science and social science together.
c. Group requirements for students in the professional and technical schools: At least 9 term hours approved by the Dean in each of two of the following three groups: (a) literature or upper division foreign language; (b) sciences; and (c) social science.
d. Grade-Point Average: Minimum of 2.00 on all of the following:
   (1) All college work.
   (2) All work taken in residence at this institution.
   (3) Last 45 hours for which registered.
e. Residence: Minimum, 45 term hours (normally the last 45) Classroom work taken through the General Extension Division is considered as resident work.
f. Dean's certification of fulfillment of all requirements of major school.
g. Restrictions:
   (1) Correspondence study: Maximum, 60 term hours.
   (2) Music: Individual and group instruction: Maximum, 12 term hours.

Through the school year 1959-60, the School of Home Economics has offered three curricula as follows:

*Curriculum A* prepares for homemaking, home economics teaching, nursery school teaching, home economics extension work, business, and other earning fields related to home economics.

*Curriculum B* prepares for hospital dietetics and institution management in addition to those fields listed under Curriculum A. It prepares for graduate work in foods and nutrition and for college teaching and research.

*Curriculum C* is for students who wish to pursue a more general program, or special types of programs. Students transferring into the School of Home Economics after two years of college often follow Curriculum C.

## Curricula in Home Economics

*B.A., B.S. Degrees*

### Curriculum A

#### General Notes

a. This curriculum includes one-third specified courses in home economics, one-third specified courses in arts and sciences, and one-third electives. The electives provide opportunity for specialization within the School of Home Economics and additional work in the arts, sciences, and social sciences. See areas of concentration and minors on later pages.

b. Students may be exempted from Elementary Clothing (CT 111) by passing a Clothing Placement Test.

c. General Hygiene (PE 160), 2 term hours, is taken one term in place of physical education.

**Freshman Year**

| | *Hours* |
|---|---|
| Color and Composition (AA 160, 161) | 6 |
| Physical or biological science with laboratory | 9–12 |
| English Composition (Wr 111, 112, 113) | 9 |
| Introduction to Home Economics (HAd 101) | 1 |
| Nutrition (FN 225) | 3 |
| Textiles (CT 250) | 3 |
| Clothing (Selection) (CT 211) | 3 |
| Elementary Clothing (CT 111) | 3 |
| Physical education | 3–4 |
| Electives | 6 |

**Sophomore Year**

| | *Hours* |
|---|---|
| Foods (FN 211, 212, 213 *or* FN 220, 221, 222) | 9 |
| Clothing (Construction) (CT 212) | 3 |
| House Planning and Architectural Drawing (AA 178) | 3 |
| Marriage (FL 222) | 2 |
| General Psychology (Psy 201, 202) | 6 |
| History of Western Civilization (Hst 101, 102, 103) | 9 |
| Literature | 6 |
| Physical education | 3–4 |
| Electives | 6 |

**Junior Year**

| | *Hours* |
|---|---|
| Home Furnishing (CT 331) | 3 |
| Management in Family Living (HAd 340) | 2 |
| Family Finance Management (HAd 341) | 2 |
| Child Development (FL 311, 312) | 6 |
| General Sociology (Soc 212) | 3 |
| Outlines of Economics (Ec 212) | 3 |
| Literature | 3 |
| Family Nutrition (FN 325) | 2 |
| Upper division elective in Clothing, Textiles, and Related Arts | 3–4 |
| Physiology (Z 331, 332) | 6 |
| Electives | 15 |

**Senior Year**

| | *Hours* |
|---|---|
| The Nursery School Child (FL 425) | 3 |
| Home Management House (HAd 450) | 5 |
| Political Science | 3 |
| Upper division foods courses or Quantity Cookery (IM 311) | 3–4 |
| Electives | 36 |

## Curriculum B

### General Notes

a. This curriculum includes specified courses in home economics and in the arts and sciences. About one-fourth of the curriculum consists of electives which provide opportunity for specialization within the School of Home Economics and for additional work in the arts, sciences, or social sciences. See areas of concentration and minors on later pages.

b. Students may be exempted from Elementary Clothing (CT 111) by passing a Clothing Placement Test.

c. General Hygiene (PE 160), 2 term hours, is taken one term in place of physical education.

### Freshman Year

| | *Hours* |
|---|---|
| Color and Composition (AA 160, 161) | 6 |
| General Chemistry (Ch 101, 102, 103 *or* Ch 204, 205) | 9–10 |
| English Composition (Wr 111, 112, 113) | 9 |
| Introduction to Home Economics (HAd 101) | 1 |
| Nutrition (FN 225) | 3 |
| Textiles (CT 250) | 3 |
| Clothing (Selection) (CT 211) | 3 |
| Elementary Clothing (CT 111) | 3 |
| Physical education | 3–4 |
| Electives | 3–6 |

### Sophomore Year

| | *Hours* |
|---|---|
| Foods (FN 220, 221, 222) | 9 |
| Clothing (Construction) (CT 212) | 3 |
| House Planning and Architectural Drawing (AA 178) | 3 |
| Marriage (FL 222) | 2 |
| General Psychology (Psy 201, 202) | 6 |
| History of Western Civilization (Hst 101, 102, 103) | 9 |
| [1]Organic Chemistry (Ch 221) | 4 |
| Elements of Biochemistry (Ch 250) | 4 |
| Physiology (Z 331, 332) | 6 |
| Physical education | 3 |

### Junior Year

| | *Hours* |
|---|---|
| Home Furnishing (CT 331) | 3 |
| Management in Family Living (HAd 340) | 2 |
| Family Finance Management (HAd 341) | 2 |
| Child Development (FL 311, 312) | 6 |
| General Sociology (Soc 212) | 3 |
| Outlines of Economics (Ec 212) | 3 |
| Literature | 9 |
| Nutrition (FN 321) | 4 |
| Upper division electives in Clothing, Textiles, and Related Arts | 3 |
| General Bacteriology (Bac 204) | 3 |
| Extempore Speaking (Sp 111) or Journalism (J 111) | 3 |
| Electives | 8 |

### Senior Year

| | *Hours* |
|---|---|
| The Nursery School Child (FL 425) | 3 |
| Home Management House (HAd 450) | 5 |
| Political science | 3 |
| Upper division foods course or Quantity Cookery (IM 311) | 3–4 |
| Electives | 36 |

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[1] Organic Chemistry (Ch 226, 227), 10 credits, may be substituted for Ch 221, Ch 250.

## Curriculum C

### General Notes

a. This curriculum is followed in a 4-year program by students in general home economics and some other types of programs such as preprofessional social work. See areas of concentration and minors for additional suggestions.

b. Students following Curriculum C meet the science, social science, and group requirements for a B.S. or B.A. degree. These include at least 9 hours approved by the Dean in each of the following groups: (1) literature or upper division foreign languauge, (2) social science.

| | *Term hours* |
|---|---|
| Physical *or* biological science with laboratory | 9–12 |
| Marriage (FL 222) | 2 |
| Nutrition (FN 225) | 3 |
| Foods (FN 211, 212, 213 *or* 220, 221, 222) | 9 |
| Textiles (CT 250), Clothing (CT 211, 212) | 9 |
| Outlines of Economics (Ec 212) | 3 |
| General Psychology (Psy 201, 202) | 6 |

| | *Term hours* |
|---|---|
| Color and Composition (AA 160) | 3 |
| Management in Family Living (HAd 340) | 2 |
| Family Finance Management (HAd 341) | 2 |
| Child Development (FL 311, 312) | 6 |
| Family Nutrition (FN 325) | 2 |
| Home Management House (HAd 450) | 5 |
| General Sociology (Soc 212) | 3 |
| Political science | 3 |
| The Nursery School Child (FL 425) | 3 |
| Home Furnishing (CT 331 or 231) | 3 |

Beginning with Fall Quarter, 1960, all students will fulfill requirements of one core curriculum for graduation from the School of Home Economics.

The core includes the following requirements:

I Home Economics:
- 12 hours in clothing, textiles and home furnishings
- 12 hours in foods and nutrition
- 9 hours in child development and family life
- 12 hours in household equipment, home management and finance
- 1 hour in home economics orientation
- 9 hours upper division electives in home economics subjects.

II Science and Social Science:
- 15 hours in science, of which 8-12 is a laboratory sequence (not a survey)
- 24 hours in social science to include:
  - 6 hours in general psychology
  - 9 hours in a history sequence
  - 3 hours each in economics political science, and sociology
- 6 hours of electives in science or social science.

III Humanities
- 9 hours English Composition
- 9 hours literature (or literature in a foreign language) or 6 hours of literature and 3 hours of speech
- 3 hours of Art: Color and Composition
- 3 hours art or music
- 3 hours architecture: House Planning and Architectural Drawing.

IV Other requirements:
- Mathematics 10 or exempt
- Physical Education: 5 terms in activity courses and one term in General Hygiene. Also required for senior standing.

Students majoring in home economics choose additional courses from Areas of Concentration in order to provide breadth and depth in their programs, to develop special interests, and to meet course requirements of special professional fields. Areas of Concentration as listed in the Oregon State College Catalog, 1960-61, include:

- Clothing Construction and Design
- Clothing and Textiles in Business
- Child Development and Nursery School Teaching
- Family Relationships
- Family Economics and Home Management
- Housing and Equipment
- Institution Management and Dietetics
- Home Economics Work in Social Agencies
- Textiles
- Home Furnishing
- Foods and Nutrition in Business
- Public Health Nutrition
- Research and College Teaching
- Home Economics Communications
- Home Economics Education
- Home Economics Extension

Students who enrolled in Curricula A, B, and C in 1959-60 or earlier may continue their programs and receive their degrees as the curricula are outlined on pages 327-329 of the 1959-60 catalog.

# CURRICULUM IN HOME ECONOMICS
B.S., B.A. Degrees

## Freshman Year and Sophomore Year

| | | Hours |
|---|---|---|
| I | Home Economics: | |
| | Introduction to Home Economics (HAd 101) | 1 |
| | Nutrition (FN 225) | 3 |
| | Textiles (CT 250) | 3 |
| | Clothing (Selection) (CT 211) | |
| | Clothing Construction (CT 210) | 3 |
| | *Foods (FN 211,212) or (220,221) | 6 |
| | Child Development (FL 225) | 3 |
| | Management in Family Living (HAd 240) | 2 |
| II | Science and Social Science: | |
| | Science sequence with laboratory (not a survey) | 8-12 |
| | Science | 7-3 |
| | **Mathematics (10 or exempt) | (0-4) |
| | General Psychology (Psy 201, 202) | |
| | History of Western Civilization (Hst 101,102,103) | 9 |
| III | Humanities: | |
| | English Composition (Wr 111, 112, 113) | 9 |
| | Literature or literature in a foreign language | 6 |
| | Speech or Literature | 3 |
| | Color and Composition (AA 160) | 3 |
| | Art or music | 3 |
| | House Planning and Architectural Drawing (AA 178) | 3 |
| IV | Other Requirements: | |
| | Physical Education (PE 180) | 5 |
| | General Hygiene (PE 160) | 2 |
| | Electives or courses in Area of Concentration | 8 |

## Junior Year

| | Hours |
|---|---|
| Family Finance Management (HAd 341) | 2 |
| Child Development (FL 311) | 3 |
| Meal Planning and Service (FN 313) | 3 |
| Household Equipment (HAd 330) | 3 |
| Home Furnishing (CT 331) | 3 |
| ***Outlines of Economics (Ec 212) | 3 |
| ***General Sociology (Soc 212) | 3 |
| ***Political Science | 3 |
| Electives in Science or Social Science | 6 |
| Electives or courses in Area of Concentration | 19 |

## Senior Year

| | |
|---|---|
| Family Relationships (FL 422) | 3 |
| Home Management House (HAd 450) | 5 |
| Upper Division Electives in Home Economics | 9 |
| Electives or courses in Area of Concentration | 31 |

* Sophomore Year Only
** Does not count in hours for graduation
*** Course may also be first term of a sequence if the sequence is to be completed

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# AREAS OF CONCENTRATION AND MINORS

The following areas of concentration and minors have been set up to help direct students in their professional interests in Home Economics. Students need to consult staff members as early as possible in their college careers to plan their total programs for personal and professional preparation as well as to meet graduation requirements. The areas of concentration and minors list recommended courses and are not requirements for graduation.

## Clothing, Textiles, and Related Arts

### Clothing and Textiles in Business

Students in this area may prepare for careers in retailing, promotion, fashion and styling, in textiles, clothing, and home furnishings.

*Recommended Courses:*

Extempore Speaking (Sp 111)
Business English (Wr 214)
Basic Accounting and Financial Analysis (BA 217)
Retail Merchandising (BA 463)
Advertising (BA 464)
Human Relations in Business and Industry (BA 497)
Historic Costume (CT 309)
Consumer Buying in Clothing and Textiles (CT 350)
The Clothing Buyer (CT 470)
Flat Pattern and Draping (CT 310)
Tailoring (CT 312)
Clothing for Children (CT 320)
Quantity Textile Purchasing (CT 351)
Home Furnishing (CT 431)
Textiles (CT 450)
Historic Textiles (CT 460)

*Other Electives:*

Journalism (J 111)
Survey of Visual Arts (AA 201, 202, 203)
Drawing (AA 291)
Leadership Training (Ed 296)
Educational Psychology: Learning (Ed 312)
Radio Speaking (Sp 361)
Basic Television (Sp 367)
Business Internship (BA 410)
Salesmanship (BA 465)
Seminar (CT 407)

### Clothing Construction and Design

Students may enter this area because of general interest or as additional preparation for teaching, including college teaching, in this field.

*Recommended Courses:*

Historic Costume (CT 309)
Flat Pattern and Draping (CT 310)
Costume Design (CT 311)
Tailoring (CT 312)
Clothing for Children (CT 320)
Textile Design (CT 335)
Consumer Buying in Clothing and Textiles (CT 350)
Flat Pattern and Draping (CT 410)
Additional courses from: art, economics, education, French, history, journalism, psychology, speech.

*Other Electives:*

Quantity Textile Purchasing (CT 351) or Textiles (CT 450)
Costume Design (CT 411)
Textile Design (CT 435)
Historic Textiles (CT 460)
The Clothing Buyer (CT 470)
Home Furnishing Laboratory (CT 332)

### Home Furnishing

Students in this area may prepare for the fields of interior decoration, merchandising of home furnishings, college teaching, or journalism related to home furnishings.

*Recommended Courses:*

Home Furnishing Laboratory (CT 332)
Textile Design (CT 335)
Upper division courses in related arts
Introduction to Music Literature (Mus 221)
Basic Design (AA 295)
Survey of Visual Arts (AA 201, 202, 203)
Elements of Interiors (AA 223)

*Other Electives:*

Ceramics (AA 255)
Organization and Use of House Space (HAd 335)
Consumer Buying in Clothing and Textiles (CT 350)
Quantity Textile Purchasing (CT 351)
Home Furnishing (CT 431)
Textile Design (CT 435)
Historic Textiles (CT 460)
Courses in business administration, journalism, and speech

### Textiles

Students in this area may prepare for research or college teaching of textiles. Recommended science courses are credited toward group requirements for graduation.

*Recommended Courses:*

Intermediate Algebra (Mth 100)
Abridged General Physics (Ph 211, 212) or General Physics (Ph 201, 202, 203)
General Chemistry (Ch 101, 102, 103, or Ch 204, 205)
Qualitative Analysis (Ch 206)
Organic Chemistry (Ch 226, 227)
Quantitative Analysis (Ch 234)
Consumer Buying in Clothing and Textiles (CT 350)
Upper division course in textiles

*Other Electives:*

Mathematics (Mth 101, 102)
Analytical Geometry and Calculus (Mth 200)
Differential and Integral Calculus (Mth 201, 202, 203)
General Bacteriology (Bac 204)
Technical Report Writing (Wr 227)
Elements of Biochemistry (Ch 250)
Elementary Physical Chemistry (Ch 340) or Physical Chemistry (Ch 440, 441, 442)
Statistical Techniques (St 314, 315) or Methods for Research (St 421, 422, 423)
Quantity Textile Purchasing (CT 351)
Textiles (CT 450)
Courses in French or German
Technical Writing (J 319)

# Family Life and Home Administration

## Child Development and Nursery School

Students in this area prepare to teach nursery school or pursue further study in child development.

*Recommended Courses:*

Child Development (FL 413)
Family Relationships (FL 422)
Parent Education (FL 423)
Nursery School Procedure (FL 427)
Supervised Nursery School Experience (FL 429, 430)
Curriculum Enrichment for Young Children (FL 428)
Creative Arts and Crafts for Classroom Teacher (AA 311)
Music for Elementary Teachers (Mus 381)
Children's Literature and Library (Eng 388)

*Other Electives:*

Selected Topics in Child Development (FL 481)
Economics of the Family (HAd 441)
Clothing for Children (CT 320)
Food Management (FN 412) or Quantity Cookery (IM 311)
Group Dynamics (Psy 361)
Mental Hygiene (Psy 411)
Quantitative Methods (Psy 371)
First Aid (PE 358)
Speech Science (Sp 291)

## Family Relationships

For students preparing for research, teaching, and graduate work in the area of marriage and family relationships special programs are arranged.

## Family Economics and Home Management

Students in these areas may prepare for college teaching, or family counseling in social work and personnel departments.

*Recommended Courses:*

MANAGEMENT IN FAMILY LIVING:

Food Management (FN 412)
Household Equipment (HAd 330)
Organization and Use of House Space (HAd 335)
Management Problems in Home-Community Relations (HAd 445)
Seminar—Decision Making: Case Study Analysis (HAd 407)
Seminar—Work Simplification (HAd 407)
Seminar—Home Management House Supervision (HAd 407)
Seminar—Time Problems in Management (HAd 407)
Seminar—Philosophy of Homemaking (HAd 407)

FAMILY ECONOMICS:

Family Food Buying (FN 411)
Consumer Buying in Clothing and Textiles (CT 350)
Household Equipment (HAd 330)
Family Housing (HAd 439)
Economics of the Family (HAd 441)
Management Problems in Home-Community Relations (HAd 445)
Seminar—The American Family and Economic Change (HAd 407)
Use and Interpretation of Statistical Data (Seminar) (HAd 407)
Seminar—Survey of Income, Expenditure, and Cost of Living Studies (HAd 407)
Upper division economics, sociology, psychology, and political science

## Housing and Equipment

For students preparing for commercial work with utility and equipment companies, in house planning institutes, and consultant services.

*Recommended Courses:*

Household Equipment (HAd 330)
Organization and Use of House Space (HAd 335)
Economics of the Family (HAd 441)
House Planning in Relation to Function (HAd 435)
Family Housing (HAd 439)
Household Utilities (AE 435)
Basic Television (Sp 367)
Television Programing (Sp 368)
Functional Design of Dwellings (HAd 436)
Rural House Planning (AE 451)
House Planning & Architectural Drawing (AA 179)
Food Demonstrations (FN 410)
Experimental Cookery (FN 435)
Technical Writing (J 319)

## Foods and Nutrition

### Foods and Nutrition in Business

Students in this area may prepare for commercial positions in test kitchens or as food demonstrators or for positions as food writers for newspapers, magazines, radio, or television.

*Recommended Courses:*

General Chemistry (Ch 101, 102, 103)
Organic Chemistry (Ch 226, 227)
Biochemistry (Ch 250)
General Bacteriology (Bac 204)
Food Demonstrations (FN 410)
Family Food Buying (FN 411)
Food Management (FN 412)
Home Food Preservation (FN 414)
Recent Advances in Foods (FN 425)
Experimental Cookery (FN 435)
Dairy Products Standards (FDT 118)
Food and Agriculture (AEc 331)
Household Equipment (HAd 330)
Organization and Use of House Space (HAd 335)
Economics of the Family (HAd 441)
Extempore Speaking (Sp 111)
Voice and Diction (Sp 120)
Radio Speaking (Sp 361, 362, 363)
Basic Television (Sp 367)
Television Programing (Sp 368)
Journalism (J 111)
Public Information Methods (J 318)
Technical Writing (J 319)
Business English (Wr 214)
Educational Psychology: Learning (Ed 312)
Salesmanship (BA 465)

### Public Health Nutrition

Students in this area may wish to prepare for graduate work in public health nutrition. The courses suggested are in addition to those listed in Curriculum B.

*Recommended Courses:*

General Bacteriology (Bac 205)
Physiological Chemistry (Ch 330, 331)
Community Health Problems (Bac 424, 425, 426)
Food Bacteriology (Bac 460)
Family Food Buying (FN 411)
Recent Advances in Foods (FN 425)
Nutrition in Disease (FN 420)
Child Nutrition (FN 421)
Readings in Nutrition (FN 481)
Group Discussion (Sp 232)
Educational Psychology: Learning (Ed 312)
Public Information Methods (J 318)
Mental Hygiene (Psy 411)
History of Great Religions (F 462)
Principles of Accounting (BA 211)
Economics of the Family (HAd 441)

### Research and College Teaching

For students primarily interested in preparing for research and graduate study in foods and nutrition, a sound basis in science, particularly chemistry, is essential. Curriculum B provides this basic work.

*Recommended Courses:*

Organic Chemistry (Ch 226, 227)
Quantitative Analysis (Ch 234)
Intermediate Algebra (Mth 100) or exempt
Mathematics (Mth 101, 102)
Analytical Geometry and Calculus (Mth 200)
General Bacteriology (Bac 205)

*Selected Food Courses:*

Family Food Buying (FN 411)
Home Food Preservation (FN 414)
Recent Advances in Foods (FN 425)
Experimental Cookery (FN 435)
Reading and Conference (FN 405)
Research (FN 401)
Thesis (FN 403)

*Selected Nutrition Courses:*

Readings in Nutrition (FN 481)
Child Nutrition (FN 421)
Nutrition in Disease (FN 420)
Field Work in Community Nutrition Programs (HEd 420)
Reading and Conference (FN 405)
Research (FN 401)
Thesis (FN 403)

*Other Electives:*

Modern language, 1 to 2 years
Qualitative Analysis (Ch 206)
Differential and Integral Calculus (Mth 201, 202, 203)
General Physics (Ph 201, 202, 203) or Abridged General Physics (Ph 211, 212)
Elementary Physical Chemistry (Ch 340) or Physical Chemistry (Ch 440, 441, 442)
Organic Chemistry (Ch 430, 431, 432)
Biochemistry (Ch 450, 451, 452)

## Institution Management and Dietetics

Students in this area may prepare for positions as dietitians in hospitals, school and college food service, and industry. The following courses are recommended to meet the professional requirements of the fields, in addition to those listed in Curriculum B.

*Recommended Courses:*

General Bacteriology (Bac 205)
Principles of Accounting (BA 211)
Educational Psychology: Learning (Ed 312)
Special Secondary Methods (Ed 408d)
Quantity Cookery (IM 311)
Biochemistry (Ch 350, 351)
Nutrition in Disease (FN 420)
Institution Organization and Administration (IM 430)
Purchasing for Institutions (IM 440)
Institution Experience (IM 450)

*Other Electives:*

Family Food Buying (FN 411)
Food Management (FN 412)
Food Demonstrations (FN 410)
Recent Advances in Foods (FN 425)
Experimental Cookery (FN 435)
Child Nutrition (FN 421)
Readings in Nutrition (FN 481)
Personnel Management (BA 451)
Quantity Textile Purchasing (CT 351)

## Home Economics Communications

### Home Economics and Journalism

Students interested in the fields of journalism, radio, and television may combine their home economics preparation with elective courses in one or more types of communications.

*Recommended Courses:*

Journalism (J 111, 112)
Copyediting (J 214)
Editorial Writing (J 223)
Public Information Methods (J 318)
Special Feature Articles (J 317)
Technical Writing (J 319)
Journalism Projects (J 351, 352, 353)

*Other Electives:*

Household Equipment (HAd 330)
Food Demonstration (FN 410)
Family Food Buying (FN 411)
Food Management (FN 412)
Historic Costume (CT 309)
Consumer Buying in Clothing and Textiles (CT 350)
Home Furnishing Laboratory (CT 332)
Organization and Use of House Space (HAd 335)
Economics of the Family (HAd 441)

### Home Economics, Radio, and Television

*Recommended Courses:*

Extempore Speech (Sp 111)
Voice and Diction (Sp 120)
Interpretation (Sp 121)
Radio Speaking (Sp 361, 362, 363)
Basic Television (Sp 367)
Television Programing (Sp 368)
Electives in Speech

*Other Electives:*

Household Equipment (HAd 330)
Food Demonstration (FN 410)
Family Food Buying (FN 411)
Food Management (FN 412)
Historic Costume (CT 309)
Consumer Buying in Clothing and Textiles (CT 350)
Home Furnishing Laboratory (CT 332)
Organization and Use of House Space (HAd 335)
Economics of the Family (HAd 441)

## Home Economics Education

Students in this area prepare to teach Home Economics in secondary school. The recommended courses are for teaching certification in Oregon and are not requirements for graduation. Certification requirements for other states may also be met.

*Recommended Courses:*

Field Experience (Ed 220)
Homemaking Education (HEd 220)
School in American Life (Ed 310)
Educational Psychology: Learning (Ed 312)
Methods in Reading (Ed 350)
Special Secondary Methods (Ed 408)
Student Teaching (Ed 416)
Seminar: Student Teaching (Ed 407)
Organization and Administration of Homemaking Education (HEd 422)
Homemaking Education in the Community High School (HEd 440)
History of Pacific Northwest (Hst 478)

*Other Electives:*

If possible, early in her college career, a student should choose a subject-matter area outside Home Economics in which to elect courses for a teaching minor. (See School of Education, Teaching Minors in High School Fields.)

## Home Economics Extension

Students interested in the field of extension as county agents, 4-H Club agents, or similar types of work may combine their home economics preparation with electives in the following courses:

*Recommended Courses:*

Extension Methods (EM 411)
Field Work in Home Economics Extension (EM 453)
Chemistry (Ch 101, 102, 103) to fulfill the science requirement
Personality and Development (Psy 111) or Methods of Study (Ed 101)
Journalism (J 111)
Extempore Speech (Sp 111)
Bacteriology (Bac 204)
Consumer Buying in Clothing and Textiles (CT 350)
Family Food Buying (FN 411)
Food Demonstrations (FN 410)
Home Food Preservation (FN 414)
Group Dynamics (Psy 361)
Household Equipment (HAd 330)
Youth Agencies (Ed 425)
Radio Speaking (Sp 334)
Educational Psychology: Learning (Ed 312)
Mental Hygiene (Psy 411)
Business English (Wr 217)
Principles of Teaching (Ed 313)
Psychology of Adolescence (Ed 469)

*Other Electives:*

- Clothing for Children (CT 320)
- Leadership Training (Ed 296)
- Child Development (FL 413)
- Parent Education (FL 423)
- Community Organization (Soc 475)
- Basic Television (Sp 367)
- Recreation Leadership (PE 240) or
  - Recreational Use of Music (Mus 241)
- Human Development (Psy 311)
- Home Ground Planning (LA 279)

## Home Economics in Social Work

Students may prepare for home economics in social work in Curriculum C by substituting 9-hour sequences in sociology and economics for General Sociology (Soc 212) and Outlines of Economics (Ec 212); by increasing political science to 9 hours; and by selecting electives in upper division family life, home administration, sociology, and psychology courses.

Those who expect to make social work a career or to advance in the profession will need professional training in a school of social work. Because of the unmet demands for trained social workers throughout the country, many social work positions are open to students immediately upon graduation from college. Students should familiarize themselves with the requirements formulated by the American Association of Schools of Social Work.

*Recommended Courses:*

- Family Relations (FL 422)
- Child Development (FL 413)
- Family Housing (HAd 439)
- Economics of the Family (HAd 441)
- Management Problems in Home-Community Relations (HAd 445)
- Group Dynamics (Psy 361)
- Quantitative Methods (Psy 371)
- Individual Differences (Psy 472, 473, 474)
- Upper division electives in sociology and economics

## Minor in Business and Technology

| | *Hours* | | *Hours* |
|---|---|---|---|
| Principles of Accounting (BA 211) | 3 | Human Relations in Business and Industry (BA 497) | 3 |
| Retail Merchandising (BA 463) | 3 | Personnel Management (BA 451) | 3 |
| Advertising (BA 464) | 3 | Income Tax Procedure (BA 434) | 3 |
| Salesmanship (BA 465) | 3 | | |
| Sales Management (BA 466) | 3 | | |

See also School of Business and Technology for Technical Minors in Clothing and Textiles and Institution Management.

## Minors in Other Areas

Students in any curriculum in home economics may take minors in:

- ~~[illegible]~~ Humanities
- *Biological science*
- *Physical education, recreation, or camping education*
- *Physical science*
- *Secretarial science*
- *Social science*

A minor ordinarily totals at least 27 term hours, and in most cases includes at least 9 hours of upper division course work. Descriptions of courses available will be found in the departmental sections under the School of Science, School of Business and Technology, School of Education, Lower Division, and Division of Physical Education. Students should consult their advisers.

Catalog course descriptions are given with the departmental reports on pages 74, 121, 168, 218, and 229. Home Economics Education courses are included in Self-Evaluation Report II of the School of Education, pages 57 - 80. The following courses are also offered:

## Home Economics (General)

Following courses are available normally only in Summer Session.

HEc 408. **Workshop.** Terms and hours to be arranged.

HEc 508. **Workshop.** Terms and hours to be arranged.

2. Courses offered during the current year (1959-60).

See listings in departmental reports.
See Self-Evaluation Report II, School of Education, for Home Economic's Education offerings.

Courses offered in addition to departmental listings

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| HEc 408 Workshop | As needed | Summer '57 |
| HEc 508 Workshop | As needed | Summer '57 |

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level.

It is possible for students to obtain work of upper division or advanced level in all areas of home economics. For further information see School of Home Economics departmental reports. For Home Economics Education, see Self-Evaluation Report II of the School of Education.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

Areas in which students in the School of Home Economics may major are identified in the Areas of Concentration on pages 30 - 34. Students are not identified officially by subject matter majors; they are identified unofficially and through the information recorded about their interests in their individual folders. To graduate from the School of Home Economics, a student must meet the minimum course and credit requirements of the School; after she has met these requirements she is free to meet the requirements of her chosen earning field, or to take other combinations of courses, or minor work in another area in the manner that best suits her aims and individual needs. Each student plans her program in consultation with her advisor who assists in seeing that earning field requirements are met, such as certification in secondary education and dietetic internship requirements, and academic prerequisites for advanced work.

Staff members are listed in departmental reports.

5. Number of students majoring in this School by academic fields.

Home Economics Students as registered Fall Quarter 1959

| | Curricula | | | |
|---|---|---|---|---|
| | A | B | C | Total |
| Freshmen | 136 | 28 | 11 | 175 |
| Sophomores | 90 | 17 | 13 | 120 |
| Juniors | 71 | 27 | 15 | 113 |
| Seniors | 70 | 11 | 18 | 99 |
| Total | | | | 507 |

6. The major study requirements in each major study area. Hours of upper division work required in each major study.

Major study requirements for undergraduates in the School of Home Economics are determined by the requirements of each earning field, the individual interests and needs of each student. Graduation requirements from the School of Home Economics include a minimum of 24 credits in upper division Home Economics courses.

Through 1959-60, the major study requirements have been planned with curricula A, B, or C (see pages 26 and 27) as a base. Specific purposes of the three curricula are described on page 26. Beginning Fall Term 1960, the new core curriculum will be the basis for building a major study program. "Areas of Concentration" (pages 30 and 34) provide lists of suggested courses for guidance and program planning in specific interest areas, and for meeting earning field requirements. At present a committee with representatives from each Department including Home Economics Education is working on a revision of "Areas of Concentration" for the 1961-62 catalog.

Graduate students in Home Economics working on a master of Science degree program are required to include from 27-33 credits in the major subject matter area. Those in the master of Home Economics degree program may have three major emphases of 15 credits each.

7. How courses are added to the curriculum or discontinued.

In general, recommendations for additions or discontinuances of courses originate within the Departments and are submitted to the Dean by the department head. Official forms are provided for requesting changes. After the Dean approves the requests, they are sent to the

Curriculum Council of Oregon State College. The Council approves or disapproves all requests and then compiles all changes for the College into a set of curricular proposals for consideration of the Faculty Senate and Graduate Council in the case of graduate courses. Curricular proposals are finally approved or disapproved by the Chancellor and the State Board of Higher Education. Opportunity for curricular change is available on a yearly basis for inclusion in each new catalog.

8. How the number of required courses may be increased or diminished.

Any significant change in the number of required courses is submitted to the total School of Home Economics staff for approval before proceeding with the process of change as outlined in number seven above. In the recent curriculum change, circumstances arose at the end of the year after the Faculty had voted on recommendations for the core in which the Dean's decision was to disapprove the discontinuance of one course for the new core. It is the Dean's policy to accept faculty recommendations concerning curriculum, but to make changes as exceptional circumstances may require.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum.

Department Heads and the Dean are responsible for submitting curricular and catalog changes. They are continuously involved in curricular recommendations and change. They are also involved in providing and approving Home Economics course offerings in classes given by the General Extension Division of the State Board of Higher Education in other parts of the State; they are responsible for Home

Economics offerings provided through the Correspondence Section of the General Extension Division.

Recently two minors have been approved for the new School of Humanities and Social Science which will go into effect Fall Term 1960; one is in Foods and Nutrition and the other is in Textiles. Recommendations have also been made in regard to several Home Economics courses as possible offerings on KOAC-TV, the Oregon State System of Higher Education's educational television station.

These activities assist in keeping Home Economics courses under continuous surveillance and evaluation. The following outline illustrates the procedures taken in bringing about the final recommendations for the new core curriculum which is to go into effect Fall Quarter, 1960. In 1955, the Dean appointed a curriculum committee consisting of department heads including Home Economics Education with the Head Counsellor, Vera Wells, acting as chairman; a philosophy and goals committee was also appointed with Isabella McQuesten of the Home Economics Education Department acting as chairman. This report was prepared and presented by the philosophy and goals committee in May, 1957 as a basis for action for the next school year. In June, 1959 the final recommendations for action were made by the faculty to the Dean after continued meetings of the small discussion groups and general faculty meetings throughout the year.

# PROGRESS REPORT
# ON
# CURRICULUM STUDY, SCHOOL OF HOME ECONOMICS
May, 1957

## Recommendations June, 1956

1. The Dean of School of Home Economics serves as general chairman.
2. The staff members participate
   a) meeting as group to define goals
   b) work on committees
3. A steering committee be organized; heads of departments or representatives appointed from each area.
4. Each department represented on each committee.
5. Committees considering basic courses in a given subject matter are to be composed of two or more members from the department being studied and one representative from each of the other departments.
6. Committees cooperate with departments outside home economics in reappraisal and revision of course offerings for students in Home Economics.
7. Work commence in fall, 1956.
8. A tentative time schedule for completion of the study be devised by the end of next year.
9. Activities essential to conduct of the study be undertaken.

## Study Should Aim to Produce

1. Statement of philosophy and function of the School of Home Economics.
2. Definition of goals in the light of a changing world.

## Action in 1956-57

(Taken from minutes of meetings)

October 18.
Discussed our beliefs relative to why this study needs to be undertaken.

November 2.
Considered differences between philosophy and goals.
Philosophy - a system of concepts
Goals - specific aims or objectives
These in relation to goals at O.S.C. Six work groups organized to state philosophy and goals of Home Economics at O.S.C.

November 30.
Reports from six committees on philosophy and goals.

February 11.
General discussion on "What We Said about philosophy and goals.

February 14.
Working statement of philosophy and goals distributed to all staff for criticism and evaluation.

March 1.
Discussed advisability of "Core" in curriculum of School of Home Economics. Accepted concept, but could not agree on what we meant by a core. Decided to study other institutions through use of small working groups.
Curriculum committee presented 11 specific questions.

April 1.
Reports on schools studied.

April 15.
Dean Gillaspie-Purdue talked with group about their curriculum revision work.

4. Statement of curriculum needs in Home Economics at Oregon State College looking to a basic curriculum.
    a) Satisfy educational needs of students as individuals and citizens.
    b) Upon which program for professional achievement may be constructed.
5. Evaluation of established courses.
6. Expension of instructional program through
    a) revision
    b) new courses

April 22.
Group desired a chart on the information from different institutions. Betty Hawthorne agreed to prepare and distribute.

May 13.
Review of data provided on items relative to "Core" courses. Returned to consider what we mean by core. Compromise definition:
"A block of courses or group of courses that may be extended through the four years to include FN, FL-HAd, CTRA. This block would be required of all students in School of Home Economics who plan to earn a baccalaureate degree."

These recommendations were approved by the Curriculum Council and Faculty Senate during Fall Quarter, 1959, and received final official approval the early part of 1960. (See pages 28 - 29 for new core curriculum in Home Economics.

10. In what ways the administration has concerned itself with objectives, curriculum content and instructional outcome.

The Dean was chairman of the curriculum committee from September, 1956 until December, 1958. Dr. Margaret Fincke, head of the Foods and Nutrition Department, who then became chairman of the committee, brought this particular curriculum study to completion in June, 1959. Department heads and the Dean have been actively involved and concerned with objectives, curriculum content, and instructional outcome.

11. Use made of student initiative and reactions in effecting curriculum modifications.

During 1958-59 students met with the curriculum committee and were involved in the work of the committee.

12. Whether lay persons or others from related fields participate in making curricular changes.

Staff members and Department Heads from other Schools at Oregon State College were consulted by the Curriculum Committee and in some instances met with Departments in the School of Home Economics. No lay persons participated in the recent curriculum change. Two one-day workshops were held during the curriculum revision in which resource consultants were used. They were Dean W. J. Sherburne of the General Extension Division and Dr. Herold S. Lillywhite of the Medical School. Opinions of former students were also used.

## I. The Instructional Staff

### 1. Personnel.

# School of Home Economics

## Faculty

*As of January 1959*

Miriam G. Scholl, Ed.D., Dean of the School of Home Economics.

Winnifred Keil Fulmer, M.S., Head Counselor.

Ava Milan Clark, M.A., Professor Emeritus of Home Economics. (Dean and Director School of Home Economics 1917-1950.)

Vera Brandon, Ph.D., Professor Emeritus of Home Economics. (Acting Dean School of Home Economics 1950-1954, Associate Dean 1954-1955.)

**Clothing, Textiles, and Related Arts:** Professors Petzel (department head), Fritchoff (emeritus), Gatton (emeritus), Patterson, Strickland (emeritus); Associate Professors Diedesch, Edaburn, Ingalls; Assistant Professors Grant, Ledbetter, Moser, Wells; Instructors Buckwalter, Carlson; Graduate Assistants Hunter, Marzano.

**Family Life and Home Administration:** Professors Read (department head), Kirkendall, Brandon (emeritus), Prentiss (emeritus); Associate Professors Reed, Van Horn, Wiggenhorn[1]; Assistant Professors Aikin, Plonk[2], Schalock, Stayton; Instructors Griner, Shea, Tobin, Walker; Graduate Assistants Hoppe, Hunt, Smith.

**Foods and Nutrition:** Professors Fincke (department head), Mackey, Storvick[3], Williams (emeritus); Associate Professors Charley[2], Hawthorne, Tank, McLean; Assistant Professors Garrison, Ware; Instructors Morgan, Harris, McLeod, Wallace, Day, Paasche.

**Home Economics Education:** Professor DuBois (department head); State Supervisor and Teacher-Trainer Kohlhagen; Associate Professor McQuesten; Instructor Wohlgenant.

**Home Economics Research:** Professors Storvick[3] ( chairman), Mackey, Petzel, Wilson (emeritus); Associate Professors Charley[2], Hawthorne, Tank; Instructors Buckwalter; Junior Nutritionists (Instructors) Benson, Edwards, Fischer; Junior Home Economists (Instructors) Buckwalter, Joiner, Lyman; Research Assistants Hunter, Moon, Pohl.

**Institution Management:** Associate Professor Mulhern (chairman, manager women's food service, dormitories); Assistant Professor Cleaveland (manager cafeterias.)

**Home Economics Extension:** Professors Mack (assistant director, Federal Cooperative Extension Service), Taskerud (coordinator, home economics extension programs), Scales (State agent); Associate Professors Abbott, Funk, Sedgwick (State agents), Klippstein (nutrition specialist), Mallalieu (recreation specialist), Routh, Streufert (clothing specialist), Sherrill (consumer marketing specialist); Assistant Professors Brasher (State agent, 4-H Clubs), Reigle (consumer marketing specialist); Instructor Hall (information specialist).

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[1] Leave of absence.
[2] Sabbatical leave 1958-59.
[3] Sabbatical leave winter term 1959.

Staff carried on the Dean's budget are listed on the following pages. Others are given in departmental listings. Home Economics Education staff are with the School of Education report. Home Economics Extension staff participate in School of Home Economics activities, serve on committees and are considered part of the Home Economics apportionment for the Faculty Senate, although administered through the School of Agriculture.

## MIRIAM GROSSER SCHOLL

Rank: Professor

Nature of appointment: Dean, School of Home Economics
FTE: 1.0

Education:

University of Washington - B.Sc. in Home Economics
Major: Institution Management
Minor: Science and Arts

Teachers College, Columbia University - M.A. Major: Institution Management
Minor: Educational Foundations

Teachers College, Columbia University - Ed.D.: Education

Professional experience:

Elsewhere:
1931-32 - Assistant graduate manager University of Washington Commons, Seattle
1932-35 - Director Food and House Service, St. Mary's Hall, Faribault, Minnesota
1935-38 - Director, Quadrangle, Montana State College, Bozeman, Montana
1938-41 - Instructor, Home Economics (Institution Management), Teachers College, Columbia University, New York City
1941-43 - Instructor and Manager, Lincoln-Horace Mann School Cafeteria, Teachers College, Columbia University, New York City
1943-46 - Home Economist, Basic Vegetable Products Co., Inc., San Francisco, California
1946-47 - Messing officer, United Nations Relief and Rehabilitation Administration, British Zone, Germany
1947 - Home Economist, Basic Vegetable Products Co., Inc., San Francisco, California
1947-49 - Graduate Student, Teachers College, Columbia University, New York City
1949-54 - Associate Professor of Home Economics, Head, Institution Management and Manager Agricultural Cafeteria, School of Home Economics, University of Minnesota, St. Paul, Minnesota

Here:
1954 to present - Dean, School of Home Economics, Oregon State College, Corvallis, Oregon

Miriam Grosser Scholl (continued)

Membership in professional and scholarly organizations:

American Home Economics Association
American Dietetics Association
Oregon Home Economics Association
American Association of University Professors
American School Food Service Association
Oregon Dietetic Association
Omicron Nu, Pi Lambda Theta, Kappa Delta Pi

Publications:

Scholl, Miriam
1958 Communications---Reporting Back after a Conference
J. Home Econ. 50, 421-422.

# WINNIFRED K. FULMER

**Rank:** Associate Professor

**Nature of appointment:** .67 FTE

**Education:**

Iowa State College - B.S. Major: Home Economics Education

Iowa State College - M.S. Major: Home Management

**Professional experience:**

Elsewhere:
1930-31 - Teacher, High School, Iowa
1931-33 - Food Service, Marshall Fields, Chicago
1933-34 - Food Service, Chicago Bar Association
1935-37 - Teacher, High School, Iowa
1937-38 - Fellowship, Iowa State College
1938-47 - County Agent, Extension Service, Oregon
1947-58 - 4-H Agent for State of Oregon

Here: 1958 to present - Associate Professor, Head Counselor

**Membership in professional and scholarly organizations:**

American Home Economics Association
Oregon Home Economics Association

**Publications:**

4-H Club Bulletins

2. Organization, meetings and committees.

The bulletin on Faculty Organizations and Committees presents the authority vested in the faculty on pages 10 and 11. All faculty members, whether part-time or full-time are eligible to vote on matters under faculty control. Members of the Department of Home Economics Education vote in the School of Home Economics except for the election of representatives to the Faculty Senate, in which instance they vote in the School of Education. Specialists, State and district agents in Home Economics Extension vote with the School of Home Economics for Home Economics representation in the Faculty Senate.

See page 43 for a description of the Departments in the School of Home Economics and those closely related to the School. Besides the Departments the administration of the School includes a Head Counsellor whose position is at present two-thirds time. The member of the Extension staff who is responsible for Home Economics Extension courses is also on the Dean's budget. Departments within the School are complete entities with Department Heads or Chairmen; they have their own budgets for which the Department Head is responsible.

Frequency of School faculty meetings vary from one to three each term. The Dean presides or a committee chairman who may be in charge of the program for a particular meeting. A faculty member is chosen as recorder for each quarter of the school year whose responsibility it is to keep minutes which are duplicated and distributed to all staff members. A great deal of time has been spent on curricular matters in the last several years; any subject of general concern and interest to the faculty as a whole may be placed on the agenda. The most recent faculty meeting was concerned with student personnel records (including anecdotal records) used in the School and their uses and functions. The head counsellor and two department heads acted as a panel with the head counsellor in charge; discussion involving faculty as participants followed.

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## School of Home Economics Standing Committees, 1959-60

### Executive

Dean, Head Counsellor and Department Heads (including Home Economics Education)

### Graduate

Margaret Fincke, Chairman
May DuBois
Florence Petzel
Betty Hawthorne
Helen Mulhern
Clara Storvick
Katherine Read

### Faculty Planning

(Faculty Senate Members)
(through December 1959 only)
Miriam Scholl
Clara Edaburn (Fall Term)
Marian Aikin
Esther Taskerud

### Social

Beth McLean
Betty Hawthorne
Marie Harris, Chairman
Betty Sue Joiner
Gertrude Tank
Marie Ledbetter
Mary Wallace
Gertrude Tank
Carol Buehner

### Field Trip

Ida Ingalls, Chairman
Margaret Ware
Marian Aikin

### Television

Vera Wells, Chairman
Edna Van Horn
Jean McLeod
Andrea Mackey
Del Schalock
Isabella McQuesten
Mary Routh
Helen Mulhern
Betty Sue Joiner

### Scholarships and Awards

Winifred Fulmer, Chairman

#### Awards

Marian Vaisey, Sub-chairman
Ida Ingalls
Joan Wohlgenant
Marian Aikin

### Freshman Scholarship Selection

Ruth Moser
Ruth Brasher

### School of Home Economics Letter to Alumnae

Lester Kirkendall, Chairman
Isabella McQueston
Laura Cleaveland
Marie Diedesch
Georgene Barte

### Exhibits and Display Cases

Joan Patterson, Chairman
Andrea Mackey
Elaine Carlson
Gertrude Tank
-New person in Family Life

### Home Economics Club Advisers

Joan Patterson, Chairman
Mary Wallace, Chairman-elect

### Omicron Nu Advisers

Vera Wells
Phyllis Grant (Fall Term)
Mary Mengler (alumnae)
-Girls choose one more

### Public Relations

Beth McLean
Jean Peters
Marie Harris
Marie Ledbetter - Coordinator for 70 years of Home Economics

### Building Improvement

Joan Patterson
Ruth Moser
Joan Wohlgenant
Esther Taskerud
Del Schalock

### Mother's Weekend Style Show

Chairman and Chairman-elect selected by Clothing and Textiles staff.

Marie Ledbetter
Clara Edaburn

## Liason representatives to other Groups

### O.H.E.A. Newsletter

Miriam Miller

### Oregon State College Alumni News "The Oregon Stater"

Lester Kirkendall

### Oregon Business and Professional Women's Scholarship

Miriam Scholl

### Home Economics representative on Warm Springs Indian Project Committee

Ida Ingalls

## Special Committees, 1959-60

### Home Management House Advisory

Martha Plonk, Chairman
Elaine Carlson
Georgene Barte
Maryanne Staton
Marian Aiken

### HAd 101 - Advisory Representatives by Department Head

Winnifred Fulmer, Chairman
Marie Diedesch
Katherine Read
Betty Hawthorne
May DuBois

Curriculum Committee - Revision of "Areas of Concentration"

Winnifred Fulmer, Chairman
Marie Diedesch
Margaret Fincke
Mabel Mack
May DuBois

3. Selection, promotion and dismissal.

Any staff members in the School of Home Economics may make suggestions and assist in finding candidates for new staff appointments. Sometimes an Oregon State staff member in another School or Department will know of a possible candidate. The responsibility for finding candidates for filling staff vacancies rests primarily with the Department Head. If the Dean learns of candidates she recommends them to the Department Head for further investigation. When a Department Head is sought, the Dean, with staff members of that particular Department cooperate in making a selection. Papers and applications are submitted to the Dean through the Department Head. The Department Head may submit one or more candidates to the Dean for consideration. When a selection is made, application for appointment is sent to the President; from the President's office the papers then go to the Chancellor's office, and from there they go to the State Board of Higher Education for final appointment.

Promotions are recommended by the Department Head to the Dean. Some of the bases of consideration for promotion are teaching competence, evidence of professional growth and self-improvement, participation in professional organizations, contributions to the community as a citizen, health, amount of energy available for the job, attitudes toward themselves, students and others.

If an instructor is released from her appointment, this is done within the first two or three years and this is handled by the Department Head with the knowledge of the Dean. There have been no actual dismissals in recent years. The current Dean was selected and recommended to the Home Economics staff by the President at the end of a three year interim of an acting Dean appointment.

4. Teaching load

a. In tabular form, names of instructors, giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service activities.

See following page 52.

## I. 4. a. Teaching Load, 1958-59

### Instructional Staff carried on Dean's Budget

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Scholl<br>1.00 | HAd 101 | F | 1 | Assist Head Counsellor with this course - 1 or 2 class meetings | | | Dean; Administrative Council; Faculty Senate Nominating Comm.; Educational Planning Comm.; Chr., School of Home Economics Executive Comm.; H.Ec. Faculty Planning Comm.; Emcee, School H.Ec. weekly TV program; Advisor to 6-8 H.Ec. students; Coordinator for non-credit General Extension course; President-elect, O.H.E.A.; Executive Comm., Amer. Assn. Land Grant Coll. St. Univ.; Educ. Sub-Comm. of Governor's Comm. on Children and Youth; Board of Trustees, 4-H Foundation; National H.Ec. Communications Comm.; Northwest Assn. Accreditation team, College of Puget Sound; Reviewing Comm., Office of Educ., U. S. Dept. of H.E.W.; Oregon School Lunch Comm. |
| Fulmer<br>.67 | HAd 101 | F | 1 | 2 | 1 | 178 | Head Counsellor; 23 under-graduate personal advisees; Heads of Department Executive Comm.; College Placement Comm.; Head Counsellors' Comm.; International Education Exchange Comm.; Scholarship and Awards Chr. for School of H.Ec; Supervise student recorder of H.Ec. student records; Assist Dean with administrative responsibilities; Guide guests on tours of home economics facilities. |

b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members.

Summary 1958-59

| | Student Credit Hours | FTE | Faculty Student Load |
|---|---|---|---|
| CTRA | 1476 | 10.45 | 9.1 to 1 |
| FL-HAd | 1281 | 9.16 | 9.0 to 1 |
| FN | 979 | 8.19 | 7.8 to 1 |
| IM | 30 | .74 | 2.6 to 1 |

The Faculty Student Load ratio has been obtained by dividing the student credit hours by 15.5 which represents the full-time student load in credit hours carried by Home Economics students, fall quarter, 1959. (Average student credit hour load for Oregon State College for same period is 15.3)

Faculty-Student Load -- Home Economics Majors

| Year | Total FTE | Total Number of Students | Student Faculty Load Ratio |
|---|---|---|---|
| 1958-59 | 32.10 | 525 | 16.4 to 1 |
| 1960 (Fall Term) | 32.11 | 541 | 16.9 to 1 |

J. Instruction

1. Provisions for the improvement of instruction.

The three major Departments within the School have library-seminar rooms for reference materials, which supplement the facilities of the main Library. Staff members have private office facilities, telephone, and access to secretaries in the main Home Economics office for secretarial and clerical assistance; this includes duplicating services. Departmental budgets allow for hourly wage assistance for the employment of students on a part-time basis. The Clothing, Textiles, and Related Arts Department and the Foods and Nutrition Department both have a full-time civil service employee who is in charge of their storerooms for the purchase and issuing of supplies to students. The Foods and Nutrition Department now has a half-time domestic employee for extra cleaning of the laboratories. These services release valuable staff time for the use of improvement of instruction. Efforts are continuously made to improve and increase the clerical assistance to Departments provided by the main Home Economics office.

All-school faculty meetings, conferences, and workshops, which either indirectly or directly assist instruction, have been held during the last several years in which Home Economics staff were involved in the planning and as participants. An all-college faculty day is held at the beginning of each school year, often with a program concerning instruction; a Committee on the Improvement of College and University teaching plans a three-day conference each year in which Home Economics staff actively participate.

Some out-of-state travel allocation is available for out-of-state travel, which is used by staff members for attendance at professional meetings within the limits permissible each year. Some increase in the allocation has been allowed in the past two years. Efforts are made by the Dean and Department Heads to rotate and share the allocation, as well as the actual expense allowance for the benefit of all staff. Self-evaluation forms are available and are used to some extent by staff members in the School of Home Economics.

Counsel of specialists outside the School is used, at least once each year in a general faculty meeting, or in an all-faculty workshop at the beginning of the school year. Outstanding characteristics, both strengths and weaknesses of staff members that affect teaching, are generally recognized by students and others; attempts are made to discuss them, in the case of weaknesses, in a permissive manner, for the purpose of developing new insights.

Means are provided for granting rank and salary increases in a reasonable period of time; salaries in the School of Home Economics in general, have continued to advance, and are favorable for attracting able, well-qualified personnel. Department heads assume the responsibility for orientation of new staff members to their particular courses. Course outlines are available. Some audio-visual equipment, such as a projector and screens, are owned by Departments within the School. An all-college committee has recently been appointed to study and make recommendations for greater and more efficient use of audio-visual equipment on the campus.

No study to improve tests has been undertaken in recent years on an all School basis. Student and staff opinion were collected by questionnaire during spring term 1959 in preparation for plans for new home management houses. There is general staff interest in improving the quality of instruction. Suggestions will be welcome. See departmental reports for further information.

2. Provisions for improving student achievement.

Students who are high achievers in the School of Home Economics are identified by their records, and are encouraged to enrich their programs in every way possible. Honor societies and scholarship awards are available for their recognition. Particularly in the Foods and Nutrition Department, different courses are available in sophomore foods to challenge and take care of the needs of those students wishing more science with the foods work; these courses are identified under different course numbering, i.e. Foods 211, 212, 213, and 220, 221, and 222. The Clothing, Textiles and Related Arts Department is now working on a plan for special sectioning to meet diverse needs of students in clothing construction.

Students are encouraged through personal counselling to recognize their special abilities, as well as their limitations. Even the better students have problems in making choices between heavy academic loads, at times, and more participation in extra-curricular activities. They are assisted by counselling in identifying such problems.

It has been the intent and purpose of the Home Economics program, from its earliest beginnings, to provide courses for women in Home Economics in accord with their educational backgrounds and capabilities. From the early days, short courses, one-year courses, two-year courses, or so-called vocational courses have been provided for non-degree students. With this background of philosophy, two sets of courses have evolved, one for students who need professional work of a more highly technical nature involving principles, and the other group of courses for practical use for non-majors and non-degree students. Entering students who cannot succeed in the major courses, profit from special programs palnned around the "service courses" which have no prerequisites. These courses also provide general education opportunities in Home Economics, and are used by men and women from other Schools on the Campus.

Data available in all-college studies of a comparison of Home Economics students with those in other Schools indicate that Home Economics students show as good a grade distribution as all other students.

Students Placed on Probation 1958-59

| | Fall | | Winter | | Spring |
|---|---|---|---|---|---|
| No. | Per Cent* | No. | Per Cent* | No. | Per Cent* |
| 60 | 12.3 | 36 | 7.4 | 42 | 8.9 |

Students Suspended 1958-59

| Fall | Winter | Spring |
|---|---|---|
| 2 | 3 | 6 |

* Per cent of number registered at beginning of each quarter, 485, 485, 470 respectively.

K. Administration

Information given in I,3.

## I. The Students

1. In tabular form for each major curriculum the average number of freshmen, sophomores, juniors, seniors, and graduate students enrolled during the current year and each of the last three years, including the number of baccalaureate and graduate degrees granted in each curriculum.

For the current year, see tabulation in School of Home Economics report H-5.

Classification of Home Economics Seniors by Curricula

| Year | Curricula A | Curricula B | Curricula C | Degrees Granted |
|---|---|---|---|---|
| 1956-57 | 47 | 19 | 13 | 79 |
| 1957-58 | 65 | 16 | 21 | 102 |
| 1958-59 | 66 | 7 | 17 | 90 |
| 1959-60 (Fall) | 70 | 11 | 18 | --- |

Summary of Graduate Degrees Granted to Students with Majors in the School of Home Economics

| Year | CTRA | FL-HAd | FN | IM | HEc. Ext. |
|---|---|---|---|---|---|
| 1956-57 | 5 (M.S.) | 1 (M.HEc)<br>1 (M.S.) | 1 (M.S.)<br>1 (Ph.D) | 1 (M.S.) | |
| 1957-58 | 5 (M.HEc)<br>4 (M.S.) | 1 (M.HEc)<br>1 (M.S.)<br>1 (Ph.D) | 1 (M.S.) | | |
| 1958-59 | 4 (M.S.) | | 1 (M.S.) | | 1 (M.HEc) |
| | (3 M.HEc)*<br>(3 M.S.)* | (1 M.HEc)*<br>(5 M.S.)* | (1 M.S.)* | | |

*Work for these degrees was completed in Summer School, 1959; degrees will be granted in June, 1960.

For Home Economics Education majors, see School of Education and Graduate School reports.

Classification of Home Economics Students

| Year | Freshmen | Sophomores | Juniors | Seniors | Undergraduate Total | Graduates | Total |
|---|---|---|---|---|---|---|---|
| | Average Number of Students for the School Year | | | | | | |
| 1956-57 | 154 | 144 | 70 | 79 | 447 | 24 | 470 |
| 1957-58 | 167 | 109 | 96 | 107 | 479 | 25 | 504 |
| | Actual Number of Students for the School Year* | | | | | | |
| 1958-59 | 167 | 133 | 94 | 102 | 496 | 29 | 525 |

*With the introduction of IBM lists in 1958-59, the actual number of students can be recorded more easily than previously.

2. Extent to which the School conducts orientation, counselling and testing beyond that of the institution as a whole.

The orientation and counselling program is in charge of the Head Counsellor for the School of Home Economics, Mrs. Winnifred Fulmer. This position was changed from one-third to two-thirds time in 1955-56 in order to provide some administrative assistance to the Dean's office.

With but few exceptions, the entire staff serves as academic advisers to the students, each adviser having about twenty student advisees. Freshmen are assigned to advisers previous to New Student Week. As students become more sure of their interests and have more time in which to know staff members, they are given the opportunity to apply to the Head Counsellor for a change of adviser.

Prior to registration, the adviser sees each student individually to help her plan her program for the current term and tentatively for the year or years ahead. For freshmen and transfers, this is done after the results of the placement test have been made available. At registration no student may register without a trial study schedule signed by her adviser.

During the first two weeks following registration, the Head Counsellor reviews the programs of all new students ranking in the three lowest deciles. She plans conference time for each student whose program might benefit by a change and thus gives the student a better chance to experience a successful beginning. The Head Counsellor gives special time to all students who are on probation or who are otherwise having difficulties. The advisers send the Head Counsellor reports on all their advisees who receive warnings and/or are on probation. Advisers often request help for a student who is otherwise having difficulty. The Head Counsellor also gives time to recognizing the special achievements of students. Letters of congratulations are sent to those students who receive awards or scholarships, were elected to honor societies, or to offices.

The Head Counsellor is responsible for a one-credit orientation course, HAd 101, given for home economics freshmen fall term. The course is planned with the purpose of presenting more information about courses in home economics, professional opportunities in the various fields of home economics as well as elective course possibilities to strengthen skills and broaden and supplement individual interests. Attention is given also to a general college orientation with help on study habits, better knowledge of the library, counselling center, educational activities and the various resources available to students on the Oregon State College campus.

The student's complete record is kept on file in the Dean's office, but there is also a folder which the adviser keeps. The adviser keeps a record of the student's activities, offices, awards and employment record. A personality report is submitted for each home economics student made by each home economics instructor each term she has the student in class. This may be done on a check list form or as a brief anecdotal statement.

The Head Counsellor endeavors to keep advisers informed on policies of advising students, courses and various other problems that come up, as well as communicating information from the Personnel Coordinator's Office. She also compiles such statistics with reference to student personnel as may be desired or needed. She may confer with a house mother from time to time regarding the problem of a student, that she may utilize the help of others more closely related to the student's living. A manual for advisers is prepared and distributed at the beginning of each school year; it is used especially during New Student Week.

A placement test has been administered on a volunteer basis to entering students for possible exemption from the beginning clothing construction course. The new curriculum will not provide for this exemption, but it may be continued for the purpose of special sectioning. This is the only testing that has been done recently.

3. Loan funds and scholarships available to students in this School which do not come through institutional channels or which are restricted to students of this School.

There are no loan funds available to students through the School of Home Economics. Funds available to students in home economics, include loans under the National Defense Act of 1958, Associated Women Students emergency loan fund for women students, administered by the

Dean of Women's office, the P.E.O. Educational Loan Fund available to women students and the O.S.C. Student Loan fund which is a large revolving trust fund that is established for the purpose of lending money to worthy students enrolled in any school on the campus.

The Student Loan Fund Committee has information on many loan funds administered by other agencies, and reference is made to them when requests are received.

Scholarships and Awards Especially for Students in the School of Home Economics:

| | |
|---|---|
| Oregon Federation of Business and Professional Women's Clubs, Inc. | $1500.00 |
| The Sears-Roebuck Foundation - - - - - - - - - - - - - - - - - - - - | 1200.00 |
| The Borden Company Foundation, Inc. - - - - - - - - - - - - - - - - - | 300.00 |
| Oregon Association of Future Homemakers of America - - - - - - - - - | 150.00 |
| K. Ethel Lathrop Memorial Scholarship - - - - - - - - - - - - - - - - | 100.00 |
| Oregon State Dietetics Association Scholarship - - - - - - - - - - - | 100.00 |
| Electrical Women's Round Table of Portland - - - - - - - - - - - - - | 100.00 |
| Home Economics Freshman Award by Omicron Nu - - - - - - - - - - - - | 10.00 |
| Ava B. Milam Fellowship- - - - - - - - - - - - - - - - - - - - - - - - | 50.00 |
| International Friendship Scholarship of the College of Home Economics Club - - - - - - - - - - - - - - - - - - - - - - - | 55.00 |
| Minnie E. Lee Memorial Award - - - - - - - - - - - - - - - - - - - - | 40.00 |
| A. Grace Johnson Memorial Award - - - - - - - - - - - - - - - - - - - | 40.00 |
| | $3645.00 |

At the beginning of Fall Quarter, 1959, students in the School of Home Economics held scholarships from all sources totally in value $41,652.00

4. Extent to which the school accepts responsibility for placement of its graduates.

The Dean, Head Counsellor, Department heads, and staff members assist students in job placement on an informal basis. Confidential placement papers are available to students in the Dean's office, and are sent out at the request of the student or a potential employer. It is felt that placement service for Home Economics students can be developed to function more effectively than it is at present. This is being worked on in the School of Home Economics, and for the Campus as a whole, through a College Placement Committee.

Analysis of 1959 Graduating Class

| Occupation followed | Number | Percent |
|---|---|---|
| Teaching | 39 | 43.3 |
| Graduate Work | 10 | 11.1 |
| Business | 8 | 9.1 |
| Dietetic internships | 5 | 5.5 |
| Extension | 1 | 1.1 |
| Foreign student return to her country | 1 | 1.1 |
| Homemakers | 20 | 22.2 |
| Unknown | 6 | 6.6 |

See School of Home Economics report G-4 for further information on placement.

### Internal Spirit

The School of Home Economics, composed of the several subject matter Departments and Home Economics staff members in Departments of other Schools, is a dynamic entity. It is held together by its overall objectives and underlying purposes of Home Economics in the triumvirate of resident teaching, research, and extension. Various points of view and philosophies are represented by competent staff members, brought together within the School but with diverse training and backgrounds of experience. Despite differences of opinion of the "how" of working together, general satisfaction is demonstrated by the low rate of staff turnover.

# DEPARTMENT OF CLOTHING, TEXTILES, AND RELATED ARTS

## A. Objectives

1. The particular objectives of this Department.

The objectives of this Department are to educate the individual for family living and professional careers in the area of Clothing, Textiles, and Related Arts through classroom instruction and research by:

   a. Studying and applying principles of design, selection, construction, and care to clothing, textiles, and home furnishings. Physical and biological sciences are applied in this study.
   b. Using art as an integral part of everyday life.
   c. Relating principles of economics to home furnishings, clothing, and textiles.
   d. Understanding the psychological and social significance of clothing, textiles, and home furnishings.
   e. Interpreting relationships of historic periods to contemporary living.

2. Studies made recently, looking to a review of these objectives.

   a. As one step in revising the curriculum of the School of Home Economics, the members of the staff of the Department participated in developing a statement of objectives of the School.
   b. Each year the offerings of the Department are reviewed for the purpose of recommending any needed catalog changes. In so doing, objectives evolve continually.

3. The extent to which these objectives can be carried out by the Department with its present program, organization and resources.

In general, these objectives may be carried out by the Department to a certain degree with its present program, organization and resources. At present, no staff time is freed for advising graduate students. With nine students working on theses or Master of Home Economics papers this year, it would be desirable to have more staff members and thus lighten the load of those directing theses and papers. When new staff members are added, it would be desirable to employ people with strong backgrounds in (a) the social sciences and (b) the physical and biological sciences as applied to clothing and textiles. Such staff members are needed for teaching advanced courses and directing the work of graduate students.

We need to replace and refurbish some of our old illustrative materials and, in some cases, purchase materials now lacking. These activities are in process.

4. Non-instructional activities, and their relation to the educational objectives of the Department.

   a. The Department constantly adds to its collection of historic costumes and textiles, which serve as illustrative materials for classes.
   b. Research projects have been carried on in each major branch of the Department. The new knowledge gained through this means, serves to enrich teaching; research assistantships help to supply more college teachers.
   c. Testing of textiles for individuals, industries, and State agencies gives a background of information which is an aid to teaching.

d. The educational objectives of the Department are extended beyond the campus by means of radio and television programs, talks to groups, consultation on decorating problems, and publications.

B. Evidence of Stability

1. Date of foundation of this Department and continuity of operation since that date.

1889 Establishment of "Department of Household Economy and Hygiene."

Included among its objectives were:

a. "to teach the art of sewing, cutting and fitting"

b. "to teach the elements of the milliner's art"

1908 "Department of Household Economy and Hygiene" became the "School of Household Science" with Domestic Art as one of its two departments.

1914 Name of School was changed to "School of Home Economics."

1918 "Domestic Art" was changed to the "Department of Household Arts."

1926 The name of the "Department of Household Arts" was changed to the "Department of Clothing, Textiles, and Related Arts."

Growth in number of staff:

By 1914 six instructors were listed in the "Domestic Art Department" (amount of full-time or part-time instruction unknown). At the present time there are 10 full-time and 2 part-time staff members.

Growth in facilities:

By 1914 facilities expanded after completion of the first unit of the present Home Economics Building. Five laboratories were located on one-half of the second floor and all of the third floor. Completion of the second unit of the building (1919-20) not only changed the location of some laboratories but also increased room for instruction. Present facilities include four large laboratories and eight staff offices in the second unit of the building plus all of the second and third floors in the new west wing addition of the building, completed in 1953. The new wing includes expanded areas for research, textiles, and related arts as well as increased office and storage space.

Growth in scope of courses:

1889 Class in sewing offered.

1891 Course of study included dressmaking, sewing and millinery, and house furnishings.

1910 Work added for more advanced students, pattern drafting along with principles of advanced dressmaking.

1911 As many as 18 courses offered in degree work. Included textiles, weaving, basketry, costume design, millinery, house construction and decoration, tailoring, children's dressmaking.

1913 Specialization offered for junior year students, domestic science or domestic art.

1914 Specialization offered in the fourth year, with domestic art being one of four areas of specialization. Work in advanced textiles offered this year.

1920 Courses divided into:

a. Collegiate courses which included clothing and textiles, millinery, and applied design.

b. Vocational courses which were the forerunners of the present day non-major or service courses.

1926 Graduate study began in this Department.

1948 Textile minor for students in Business and Technology included in catalog. New courses: history of textiles, the clothing buyer, and quantity textile purchasing.

During the years significant curricular changes have developed and greatly broadened the scope of Clothing, Textiles, and Related Arts at both undergraduate and graduate levels of study. The direction of emphasis has been altered to assist the student in adapting to changing patterns of living.

2. Administrative Heads of Department during the last ten years.

1949-53 Gertrude Strickland (Retired, at Oregon State since 1920)

1953-54 Lucy Rocena Lane (Resigned to be married)

1954 to present Florence Eloise Petzel

3. Percent of turnover of teaching staff for each of last five years.

| Year | Total FTE | FTE Turnover | Percent Turnover | Comments (Figures are FTE) |
|---|---|---|---|---|
| 1954-55 | 9.34 | 0 | 0 | --- |
| 1955-56 | 9.33 | 0.33 | 3.5 | 0.33 temporary appointment |
| 1956-57 | 10.11 | 1.11 | 11.0 | 0.89 sabbatical leave replacement<br>0.22 temporary appointment, illness |
| 1957-58 | 10.22 | 1.22 | 11.9 | 1.00 a retirement<br>0.22 sabbatical leave replacement |
| 1958-59 | 10.45 | .67 | 6.4 | 0.64 temporary appointment |

4. Yearly enrollments of Department for the last ten years, excluding Summer Session and Extension courses.

| Year | Enrollments in Classes | Student Credit Hours | Percent of Total School Student Credit Hours |
|---|---|---|---|
| 1949-50 | 1448 | 4326 | 32.9 |
| 1950-51 | 1290 | 3907 | 38.2 |
| 1951-52 | 1137 | 3483 | 38.5 |
| 1952-53 | 1188 | 3569 | 38.5 |
| 1953-54 | 1140 | 3445 | 39.7 |
| 1954-55 | 1122 | 3370 | 37.4 |
| 1955-56 | 1266 | 3844 | 37.3 |
| 1956-57 | 1347 | 4040 | 38.9 |
| 1957-58 | 1504 | 4497 | 39.3 |
| 1958-59 | 1474 | 4429 | 39.1 |

C. Finance

1. Funds allocated to this Department for instructional purposes during the last five years, from agencies other than regular institutional income sources. This includes government and foundation gifts or grants; also gift scholarships restricted to this Department.

None.

2. Funds allocated to this Department for research purposes during the last five years, from agencies other than the regular institutional income sources. This includes government and foundation gifts or grants, restricted to this Department.

None.

3. Student-Credit-Hour Cost, not including summer sessions. (Obtained by dividing the yearly Department instruction budget (not including building cost or maintenance, or equipment) by the student-credit-hours taught in the Department during the same period.)

| Year | Student Credit Hours | Instruction Cost | Student Credit Hour Cost |
|---|---|---|---|
| 1956-57 | 4040 | $65,412.91 | $15.70 |
| 1957-58 | 4497 | 84,571.17 | 18.21 |
| 1958-59 | 4429 | 81,793.12 | 18.47 |
| Mean | | | $17.46 |

D. Plant

1. Serious limitations in program resulting from inadequacy in present physical plant facilities.
   a. The conditioning room is much too small to accomodate equipment for textile analysis which is now on hand. It contains enough space for only about three students to work at one time. This is a low number for class, as it results in (1) wasted time during the class period, (2) unnecessary and sometimes costly damage to equipment when inexperienced students work outside of class time. There is also the possibility of physical injury to students under these conditions. Research work sometimes requires long, continuous periods of work which may extend across class hours. Consequently, the conditioning room space should be adequate for research and class work to proceed simultaneously when necessary.
   b. There is need for a room which is equipped for showing motion

pictures and which will be available to classes in Home Economics. This room preferably should not be operated on a Departmental basis, and it would be desirable for the projection equipment to be owned by the School of Home Economics. We do not use movies often enough to justify the purchase of such equipment by the Department. At present we use movies less than we wish because of the lack of the needed facilities in a convenient location.

c. If we are to do textile research involving chemical work, we should have a separate research laboratory for this purpose. We now have only a textile chemistry laboratory for class use. As the space in this room is used to capacity during elementary textile class periods, chemical research cannot proceed while elementary classes are in session. The one graduate student who attempted a thesis involving textile chemistry did most of her work at night, often into the early morning hours.

It has also been awkward to schedule analytical work for experiment station research projects (See Report of Oregon State College Agricultural Experiment Station) to avoid laboratory class periods. As a result, we have had to spend considerable research time in the evenings and on weekends. Work of this nature often proceeds best with long periods of uninterrupted work, and it is advantageous to leave apparatus set up on the desks instead of putting it away at the end of each period of work.

2. Greatest need for additional or improved facilities.

a. The inadequacy of the conditioning room is especially serious. The lack of a research laboratory for textile chemistry limits the extent of work in this field.

b. There is now no sink or work space specifically for the preparation of reagents for textile classes. Consequently, space needed for beginning classes is now occupied by materials and equipment involved in preparing reagents.

c. In four sections of the Department, storage facilities for illustrative materials and laboratory supplies are inadequate or poorly placed, with the consequent waste of time of the staff members. We hope to remedy this lack as soon as possible.

d. For more efficient laboratory work by students, improved lighting and new chairs are needed. The first steps in this direction have been taken.

e. Better control of heat and ventilation would be conducive to more efficient work.

### E. Materials and Equipment

1. A tabulation of the total value of equipment and the value of acquisitions during the past three years.

See Self-Evaluation Report 1, E, items 1 and 2.

2. Expenditures for instructional supplies for the past three years.

| | |
|---|---|
| 1956-57 . . . . . . . | $1,139.93 |
| 1957-58 . . . . . . . | 880.64 |
| 1958-59 . . . . . . . | 685.86 |

3. Any major equipment items (costing in excess of $1,000.00) with valuations, indicating those purchased with gift funds.

| | |
|---|---|
| Fade-Ometer | $1,156.93 |
| Serigraph | 1,281.38 |
| Fume Hood | 1,057.70 |

## F. Library

A library located in the seminar room contains 464 volumes. For the most part, these books have been gifts from former staff members and friends of the Department. Some volumes are out of date, but others are useful. Theses and bulletins are kept in this library. The newest issues of 44 periodicals for which the Department has subscriptions are kept in this room. Issues for the past few months are on hall or classroom racks for student use. Older issues are kept in classrooms and storerooms. The library is used mainly by staff members and graduate students. Film strips and some illustrative materials used by staff members are kept in the library. (See Self-Evaluation Report I, F, Library for additional information).

## G. Records and Reports

As we have no reliable means of knowing which undergraduate students are interested in our field, we cannot keep accurate or complete records of undergraduates. The file of each undergraduate student's academic record is kept in the Dean's Office and in the Advisor's folder. An up-to-date file of academic records of graduate students is kept in the Departmental office. Grades and steps in meeting graduate requirements are recorded as this information is received. The alumni file is kept in the Dean's Office. An attempt is being made to keep a file of graduate students beginning with those of the last five years. No alumni directory is published. Some placement is done on an informal basis by individual advisors. A list of publications of staff members is published by the College. Publications also are recorded in quarterly service reports and in biennial reports.

(See Self-Evaluation Report II, G, School of Home Economics for additional information).

## H. The Curriculum

1. Scope and content of the entire program of studies of this Department.

The program is designed to meet the needs of the following groups of students:

a. Undergraduate students majoring in Home Economics or in Home Economics Education in the School of Education.

b. Undergraduate students majoring in Business and Technology with a minor in Clothing and Textiles.

c. Undergraduate students majoring in other schools who elect courses in Clothing, Textiles, and Related Arts.

d. Graduate students with a major or a minor in Clothing, Textiles, and Related Arts.

For undergraduate students majoring in Home Economics or minoring in Clothing and Textiles, there are courses in clothing construction, clothing selection, historic costume and costume design, home furnishing, textile design, and textiles. For undergraduate non-majors who wish to elect courses without prerequisites, there are service courses in clothing construction, selection, home furnishing, textile design, and weaving. Graduate students generally take the majority of graduate courses offered in the Department and do not specialize exclusively in courses in one branch of the Department.

## Clothing, Textiles, and Related Arts

The Department of Clothing, Textiles, and Related Arts offers the beginning student preliminary training in the basic principles of clothing construction, fabric analysis and identification, and selection of adult clothing. Advanced courses lead to thorough preparation in clothing construction, textiles, consumer education, and applied arts. Business and Technology students may minor in the area of clothing, textiles, and related arts. Service courses are open to students not enrolled in home economics.

Students planning to register for clothing construction courses should keep in mind, when planning their wardrobes for the college year, that these courses require construction of garments.

### Lower Division Courses

**CT 111. Elementary Clothing.** 3 hours any term. 3 ②
Fundamental principles of clothing construction; selection, construction, and management problems applied to a cotton dress and trousers. Students may become exempt from this course by passing a Clothing Placement Test.

**CT 112. Elements of Clothing Construction.** 3 hours. 3 ②
Men only. Garment construction with emphasis on correct procedures and terminology; various types and styles of men's and women's garments.

**CT 211. Clothing (Selection).** 3 hours any term. 3 ①
Artistic and economic factors in the selection of adult clothing; wardrobe needs of college students. Prerequisite: AA 160.

**CT 212. Clothing (Construction).** 3 hours any term. 3 ①
Commercial patterns and their adaptation; organization and management problem applied to cotton garments; fitting and construction principles applied to wool garments. Prerequisite: CT 111 (or its equivalent), CT 211. A home project in clothing construction is required of all students who have completed CT 111 before enrolling for CT 212.

**CT 217. Clothing Selection.** 3 hours. 3 ①
Aims to develop good taste in dress and to give an appreciation in selection of clothing from standpoint of beauty, health, and economy. Elective for students not in home economics degree curricula.

**CT 218, 219. Clothing Construction.** 3 hours each term. 3 ②
*CT 218:* Principles of selection, construction, and management applied in making a cotton dress and a wool skirt. Elective for students not in home economics degree curricula. *CT 219:* Planning and construction of two dresses (an afternoon dress and a speed project) and a child's garment. Prerequisite for CT 219: CT 111 or 218.

**CT 231. Home Furnishing.** 3 hours. 2 ① 1 ②
Aims to develop appreciation of beauty in suitability in home furnishings; materials and processes involved.

**CT 235. Textile Design and Weaving.** 3 hours. 3 ②
Decorative art involving consideration of line, texture, and color as applied to problems in weaving.

**CT 250. Textiles.** 3 hours any term. 2 ① 1 ②
Properties, uses, selection, and care of textile fibers and fabrics.

### Upper Division Courses

**CT 309. Historic Costume.** 2 hours. 2 ①
Historic costume and its relation to modern dress. Prerequisite: CT 250, history recommended. Diedesch.

**CT 310. Flat Pattern and Draping.** 3 hours any term. 3 ②
Principles of flat pattern and draping on one-half size dress forms with practical application of principles to the construction of afternoon and evening garments. Prerequisite: CT 212, 250. Edaburn.

**CT 311. Costume Design.** 1 hour. 1 ②
Art principles applied in selection and design of appropriate ensembles for various occasions and figure types. Prerequisite: AA 161 or AA 291; CT 212, 250. Diedesch.

**CT 312. Tailoring.** 4 hours any term. 2 ④
Principles of tailoring; planning and constructing coat and skirt or suit. Prerequisite: CT 310 or 309 and 311. Ledbetter.

**CT 320. Clothing for Children.** 3 hours any term. 3 ②
Selection and construction of garments for children with emphasis on child development, good design, and the saving of time, money, and energy. Prerequisite: CT 212, 250. Ingalls.

**CT 331. Home Furnishing.** 3 hours any term. 1 ① 2 ②
Furnishing a small home from standpoint of comfort, beauty, and economy; influence of historic design. Prerequisite: CT 250, AA 161, 178. Patterson.

CT 332. **Home Furnishing Laboratory.** 3 hours. 2 ③

Principles of drapery and slip-cover construction; finishing furniture and interior woodwork; estimating yardage and costs of fabrics; simple upholstering techniques. Student furnishes own furniture and fabrics. Prerequisite: CT 112, 212, or 219; CT 231 or 331 recommended. PATTERSON, MOSER.

CT 335. **Textile Design.** 3 hours. 3 ②

Line, texture, and color as applied to design of woven textiles; contemporary weaving techniques. Prerequisite: AA 161, CT 250 and 212 or 218. PATTERSON.

CT 350. **Consumer Buying in Clothing and Textiles.** 3 hours any term. 3 ①

Problems and aids in purchasing clothing and textiles from consumer's point of view. Prerequisite: CT 211, 250, Ec 212. DIEDESCH.

CT 351. **Quantity Textile Purchasing.** 3 hours. 3 ①

Problems in selection, purchase, and care of textiles by manufacturers, wholesalers, retailers, and institutions; use of specifications. Prerequisite or parallel: CT 350. GRANT.

CT 401. **Research.** Terms and hours to be arranged.

CT 403. **Thesis.** Terms and hours to be arranged.

CT 405. **Reading and Conference.** Terms and hours to be arranged.

CT 4[illegible] **Seminar.** Terms and hours to be arranged.

CT 408. **Workshop.** Terms and hours to be arranged.

CT 410. **Flat Pattern and Draping.** (G) 3 hours. 2 ③

Principles of flat pattern designing and of draping in varied textures; practical application to afternoon and evening garments. Each student may make a dress form. Prerequisite: CT 310 (CT 309 and 311 recommended). EDABURN.

CT 411. **Costume Design.** (G) 3 hours. 3 ②

Designing clothing and accessories for women; creative work. Prerequisite: CT 309. 311. DIEDESCH.

CT 431. **Home Furnishing.** (G) 3 hours. 3 ②

Consumer study of home furnishing, fabrics, furniture, rugs, china, silver, and ceramics. Particular attention paid to contemporary designers and materials and to prices and manufacturers. Prerequisite: CT 331. PATTERSON.

CT 435. **Textile Design.** (G) 3 hours. 2 ③

Advanced work in textile design for students who have had CT 335. PATTERSON.

CT 450. **Textiles.** (G) 3 hours. 1 ① 2 ②

Planning and conducting investigations of physical properties of yarns and fabrics; evaluation of data in relation to serviceability; survey of textile research laboratories and standard procedures for physical analysis of textiles. Prerequisite or parallel: CT 350.

CT 460. **Historic Textiles.** (G) 3 hours. 3 ①

Study of textiles from ancient times to present, from an appreciative and historical point of view. Prerequisite: CT 250 and senior standing. PETZEL.

CT 470. **The Clothing Buyer.** 3 hours. 1 ① 1 ②

Methods and problems of buyers in buying ready-to-wear clothing for retail markets; sources, style trends, types of merchandise, standards and evaluations. Prerequisite: CT 350. LEMMAN.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*)
may be taken for graduate credit.

CT 501. **Research.** Term and hours to be arranged.

CT 503. **Thesis.** Terms and hours to be arranged.

CT 505. **Reading and Conference.** Term and hours to be arranged.

CT 507. **Seminar** Terms and hours to be arranged.

CT 508. **Workshop.** Terms and hours to be arranged.

CT 551. **Textile Fibers.** 3 hours. 2 ① 1 ②

Composition and chemical properties of textile fibers; relation to certain structural and physical characteristics. Prerequisite: 12 term hours in clothing and textiles including CT 250; 1 year of chemistry. PETZEL.

CT 552. **Textile Analysis.** 4 hours. 1 ① 2 ③

Principles and practice in identification of textile fibers by chemical methods and quantitative analysis for moisture content, total nonfibrous materials, and fiber content. Prerequisite or parallel: CT 551. PETZEL.

2. Courses offered during the current year (1959-60)

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| CT 111 Elementary Clothing | Annual, 11 sections | Each term |
| CT 112 Elements of Clothing Construction | " 4 sections | Each term |
| CT 211 Clothing (Selection) | " 10 sections | Each term |
| CT 212 Clothing (Construction) | " 8 sections | Each term |
| CT 217 Clothing Selection | " 1 section | Fall 59 |
| CT 218 Clothing Construction | " 3 sections | Each term |
| CT 219 Clothing Construction | " 1 section | Spring 59 |
| CT 231 Home Furnishing | " 3 sections | Each term |
| CT 235 Textile Design and Weaving | " 1 section | Fall 59 |
| CT 250 Textiles | " 9 sections | Each term |
| CT 309 Historic Costume | " 1 section | Fall 59 |
| CT 310 Flat Pattern and Draping | " 6 sections | Each term |
| CT 311 Costume Design | " 1 section | Fall 59 |
| CT 312 Tailoring | " 3 sections | Each term |
| CT 320 Clothing for Children | " 3 sections | Each term |
| CT 331 Home Furnishing | " 4 sections | Each term |
| CT 332 Home Furnishing Laboratory | " 2 sections | Winter 60 |
| CT 335 Textile Design | " 1 section | Fall 59 |
| CT 350 Consumer Buying in Clothing and Textiles | " 4 sections | Each term |
| CT 351 Quantity Textile Purchasing | Not offered 59-60 | Winter 59 |
| CT 401 Research | As needed | Spring 58 |
| CT 403 Thesis | As needed | Spring 51 |
| CT 405 Reading and Conference | As needed | Fall 59 |

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| CT 407 Seminar | As needed | Winter 60 |
| CT 408 Workshop | Periodic | Summer 57 |
| CT 410 Flat Pattern and Draping | Annual, 1 section | Spring 59 |
| CT 411 Costume Design | " 1 section | Spring 59 |
| CT 431 Home Furnishing | " 1 section | Summer 59 |
| CT 435 Textile Design | " 1 section | Winter 60 |
| CT 450 Textiles | " 1 section | Fall 59 |
| CT 460 Historic Textiles | " 1 section | Winter 60 |
| CT 470 The Clothing Buyer | " 1 section | Spring 59 |
| CT 501 Research | As needed | Summer 59 |
| CT 503 Thesis | As needed | Summer 59 |
| CT 505 Reading and Conference | As needed | Summer 59 |
| CT 507 Seminar | As needed | Fall 59 |
| CT 508 Workshop | Periodic | Summer 59 |
| CT 551 Textile Fibers | As needed | Fall 59 |
| CT 552 Textile Analysis | As needed | Spring 59 |

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level.

Students may take upper-division work in historic costume, clothing construction, costume design, home furnishing, textile design, buying of clothing and textiles, and textiles.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

Students cannot major in fields within home economics. They may choose their electives in some area of concentration such as Clothing and Textiles in Business, Clothing Construction and Design, Home Furnishing, and Textiles. Full-time staff members generally are not restricted to any one field of concentration. The ranks of and subjects taught by staff members are:

| Name | Rank | Subjects Taught |
|---|---|---|
| Florence Petzel | Professor | Textiles, home furnishing |
| Joan Patterson | Professor | Home furnishing, textile design |
| Marie Diedesch | Associate Professor | Clothing: selection, design, history, buying |
| Clara Edaburn | Associate Professor | Clothing construction and selection |
| Ida Ingalls | Associate Professor | Clothing construction and selection |
| Marie Ledbetter | Associate Professor | Clothing construction |
| Ruth Moser | Associate Professor | Clothing construction, home furnishing |
| Elaine Carlson | Assistant Professor | Clothing construction, textiles, home furnishings |
| Phyllis Grant | Assistant Professor | Textiles |
| Vera Wells | Assistant Professor | Clothing construction and selection |
| Barbara Fessler | Instructor | Clothing construction |
| Geneva Lemman | Instructor | Clothing buyer |
| Doris Lokken | Graduate Assistant | --- |
| Kathryn Orme | Graduate Assistant | --- |

5. The number of students majoring in this division by academic fields, indicating separately where applicable, pre-majors and general studies majors.

   There are no undergraduate majors in the Department. Eleven graduate students are majoring in Clothing, Textiles, and Related Arts during the current quarter. One of them is working toward a Master's degree in General Home Economics.

6. The major study requirements in each major study area. Hours of upper division work required in each major study.

   No courses are required in the undergraduate fields of concentration. See report of School of Home Economics. Graduate students with a major in the Department take 27-33 term hours of work in the major field. Graduate students working for a degree in General Home Economics take 15 term hours of work in the Department. Candidates for the degree of Master of Science or Master of Arts write a thesis for 6 to 12 term hours of credit, and candidates for the degree of Master of Home Economics write a paper for 3 to 6 term hours of credit.

7. How courses are added to the curriculum or discontinued.

   If a new course is added or an old one discontinued, the proposal is made by one or more staff members, approved by the staff of the Department, and presented to the Dean for approval through the usual channels.

8. How the number of required courses may be increased or diminished.

   The Department may make recommendations regarding the requirement of its courses in the core. Approval is given through channels which seem to vary according to the circumstances.

9. Study given to the improvement of the curriculum.

Each year the offerings of the Department are reviewed by the staff with the object of making catalog revisions, and instructors are constantly working toward the improvement of their courses. Consequently, the process of improvement is continuous. The Department has developed proposed minors for students majoring in Humanities and Social Science.

10. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcome.

During the past four years, the School of Home Economics worked on a statement of objectives and a revision of the core curriculum. The Dean of the School supervised this revision.

11. Use made of student initiative and reactions in effecting curriculum modifications.

Student initiative and reactions may influence the curriculum. Last year, students met with staff members of the School of Home Economics to help with the revision of the curriculum. Instructors may use forms for appraisal of teaching supplied by the Committee on Advancement of Teaching. Theses have been written on subjects related to the curriculum of the School. An example is: Development of a Basic College Clothing Construction Course Based on Opinions of Home Economics Graduates of Oregon State College. Studies of needs of Business and Technology students minoring in Clothing and Textiles have been made by two of these students.

12. Participation of lay persons or others from related fields in curricular changes.

People from other schools on the campus were consulted in the revision of the core curriculum of the School of Home Economics. Surveys of opinions of former students have aided in the revision of courses in the Department.

## I. The Instructional Staff

1. The Personnel.

See following pages 82 - 94.

CT

## FLORENCE E. PETZEL

**Rank:** Professor, Head of Department

**Nature of appointment:** Resident Instruction - .95 FTE
Experiment Station, Home Ec. Research - .05 FTE

**Education:**

| | | | |
|---|---|---|---|
| University of Chicago | - Ph.B. | Major: | Home Economics |
| University of Chicago | - M.A. | Major: | Clothing, Textiles and Related Arts |
| University of Minnesota | Ph.D. | Major:<br>Minor: | Textiles, Clothing<br>Agricultural Economics |

**Professional experience:**

Elsewhere:
1934-36 - Research Assistant, University of Minnesota
1936-38 - Instructor, Judson College
1938-49 - Assistant Professor, Ohio State University
1950-54 - Associate Professor, University of Alabama

Here:
1954 to present - Professor and Head of Clothing, Textiles and Related Arts Department

**Membership in professional and scholarly organizations:**

American Association for Textile Technology
American Association of Textile Chemists and Colorists
American Association of University Professors
American Home Economics Association
Biometric Society
Federation Internationale de l'Enseignement Ménager
Oregon Home Economics Association
Iota Sigma Pi
Omicron Nu
Sigma Delta Epsilon
Sigma Xi

**Publications:** (see attached list)

Florence E. Petzel (continued)

Petzel, Florence E.
1954 Certain Properties of Cotton Bath Towels.
University of Alabama Bulletin. December.
48:14 pages.

Petzel, Florence E.
1955 The Behavior of Certain Cotton and Linen Fabrics with Respect to the Absorption of Water and Drying.
Journal of Home Economics. March.
57:210-211.

Petzel, Florence E.
1955 Directions for Laboratory Work in Textile Chemistry.
Maxson Business Service, Corvallis, Oregon.
30 pages.

Petzel, Florence E.
1956 The Behavior of Certain Cotton and Linen Fabrics with Respect to the Absorption of Water and Drying.
American Dyestuff Reporter. June.
45:399-404.

Petzel, Florence E.
1957 Absorption of Water by and Drying of Untreated, Laundered, and Used and Laundered Cotton and Linen Toweling.
American Dyestuff Reporter. August.
46:569-574, 576.

Petzel, Florence E.
1958 Mandatory Textile Labeling.
Journal of Home Economics. June.
50:410-413.

Petzel, Florence E.
1959 Fifty Years of Research in Textiles.
Journal of Home Economics. October.
51:701-704.

CT

## JOAN PATTERSON

**Rank:** Professor

**Nature of Appointment:** 1.00 FTE

**Education:**

| | | | |
|---|---|---|---|
| University of Oregon | - B.Arch. | Major: | Interior Design |
| Cranbrook Academy of Art | - M.F.A. | Major: | Textile Design |
| | | Minor: | Design |

**Professional experience:**

| | | |
|---|---|---|
| Elsewhere: | 1931-32 | - Research Assistant, University of Oregon |
| | 1933-34 | - Instructor and Research Assistant, University of Oregon |
| | 1935 | - Assistant Decorator, Meier & Frank Co. Portland |
| Here: | 1936-40 | - Extension Specialist in Home Furnishings, Oregon State College |
| | 1940 to present | - Associate Professor, Professor |

**Membership in professional and scholarly organizations:**

Northwest Artist Craftsmen
Oregon Ceramic Studio, Portland
Coos Bay Art Guild (honorary member)
American Association of University Professors
Omicron Nu

**Publications:**

Patterson, Joan
May, 1958 Weaving with Linen
Oregon State College Experiment Station Bulletin.

# MARIE DIEDESCH

Rank: Associate Professor

Nature of appointment: 1.00 FTE

Education:

Washington State College - B.A. Major: Textiles and Clothing

Oregon State College - M.S. Major: Clothing, Textiles and Related Arts
Minor: Home Economics Education

Professional experience:

Elsewhere:
1934-36 - Tekoa High School, Tekoa, Washington
1936-37 - Walla Walla High School, Walla Walla, Washington
1937-40 - Cheney Junior High School, Cheney Washington
- Home Economics Supervisor of Teacher Training, Eastern Washington College of Education
1941-45 - Assistant Professor of Clothing and Textiles, University of Iowa, Iowa City, Iowa

Here:
1940-41 - Graduate Assistant, Clothing, Textiles and Related Arts
1946 to present - Assistant Professor, Associate Professor

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
American Association of University Professors
Omicron Nu
Delta Kappa Gamma

Publications: None

## CLARA EDABURN

Rank: Associate Professor

Nature of appointment: 1.00 FTE

Education:

Iowa State College - B.S. Major: Home Economics - Clothing

Teachers College, Columbia - M.A. Major: Home Economics - Clothing and Textiles
Minor: Education

Professional experience:

Elsewhere: 1925-26 - High school, Hilo, Hawaii
1926-29 - High school, Honolulu, Hawaii
1929-30 - Instructor in Household Arts, Graceland College, Lamoni, Iowa

Here: 1939 to present - Instructor, Assistant Professor, Associate Professor, Clothing, Textiles, and Related Arts

Membership in professional and scholarly organizations:

American Association of University Professors
American Home Economics Association
Oregon Home Economics Association
Omicron Nu

Publications: None

CT

## IDA INGALLS

Rank: Associate Professor

Nature of appointment: 1.00 FTE

Education:

University of Iowa - B.A. Major: Home Economics

Columbia University - M.A. Major: Clothing Construction and Design

Professional experience:

Elsewhere: 1921-23 - High school teaching, West Union, Iowa
1923-24 - Graduate assistant, clothing construction, University of Illinois
1925-29 - Assistant Professor - Clothing and Textiles - North Dakota State College, Fargo, North Dakota
1929-35 - Assistant Professor - Clothing and Textiles - University of Idaho, Moscow, Idaho
1935-45 - Associate Professor - Clothing and Textiles - University of Washington, Seattle, Washington
1945-49 - Co-owner - Fairy Frock Shop - (children's dress shop), Seattle, Washington
1949-52 - Associate Professor - Home Economics - McMurry College for Women, Jacksonville, Illinois

Here: 1952 to present - Associate Professor

Membership in professional and scholarly organizations:

American Home Economics Association
American Association of University Professors
Delta Kappa Gamma
Phi Upsilon Omicron

Publications:

Ingalls, Ida
1956 Clothing Problems of the Grade School Girl. Journal of Home Economics. June. 48:422-425.

Ingalls, Ida
1958 Factors Influencing Wear of Girls Dresses. Journal of Home Economics. February. 50:104-109.

# MARIE LEDBETTER

Rank: Associate Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Willamette University | - B.A. | Major: | Home Economics |
| Oregon State College | - M.S. | Major: | Clothing, Textiles and Related Arts |
| | | Minor: | Housing and Home Management |

Professional experience:

| | | |
|---|---|---|
| Elsewhere: | 1935-36 | Dressmaking, New York |
| | 1936-37 | High school teacher - Boardman, Oregon |
| | 1937-41 | High school teacher - Union, Oregon |
| | 1941-46 | High school teacher - La Grande, Oregon |
| Here: | 1946 to present | Instructor, assistant professor, associate professor |

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
Omicron Nu
Delta Kappa Gamma

Publications: none

CT

## RUTH A. MOSER

Rank: Associate Professor

Nature of appointment: 1.00 FTE

Education:

North Dakota Agriculture College - B.S. Major: Home Economics Education

Oregon State College - M.S. Major: Clothing, Textiles and Related Arts
Minor: Education; Family Life

Professional experience:

Elsewhere:
1931-35 - Secondary teaching, Neche, North Dakota (4 yr) Hunter, North Dakota (½ yr)
1934,35 - Supervised F.E.R.A. canning plant, Minot, North Dakota (summers)
1936 - Rural Resettlement Administration - home supervisor - Williston, North Dakota
1937 - Special agent in nutrition - extension - Northwest North Dakota Counties (January to June)
1937-40 - Cooperative Extension Service - county home demonstration agent - Minnewaukan, North Dakota
1941-45 - Cooperative Extension Service - county home demonstration agent - Jamestown, North Dakota

Here:
1946 - Graduate assistant (September to December)
1947 to present - Instructor, assistant professor, associate professor

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
Phi Upsilon Omicron
Omicron Nu

Publications: None

CT

## PHYLLIS E. GRANT

Rank: Assistant Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| University of Minnesota | - B.S. | Major: | Home Economics |
| | | Minor: | Education |
| Oregon State College | - M.S. | Major: | Clothing, Textiles, and Related Arts |
| | | Minor: | Business Administration and Home Economics Education |

Professional experience:

| | | |
|---|---|---|
| Elsewhere: | 1939 | - Teacher, Maynard Public School, Maynard, Minnesota (3 weeks in April) |
| | 1939-41 | - Teacher, Edgerton Public Schools, Edgerton, Minnesota |
| | 1941-43 | - Sandstone Public Schools, Sandstone, Minnesota |
| | 1943-48 | - Toneau Public Schools, Toneau, Alaska |
| Here: | 1948-49 | - Graduate Assistant |
| | 1949 to present | - Assistant Professor |

Membership in professional and scholarly organizations:

American Association of University Professors
Oregon Home Economics Association
American Home Economics Association
Oregon State Employees Association
Omicron Nu

Publications: None

# VERA LUCILE WELLS

Rank: Assistant Professor

Nature of appointment: 1.00 FTE

Education:

| | | |
|---|---|---|
| Oregon State College - B.S. | Major: | Home Economics |
| Oregon State College - M.S. | Major: | Clothing, Textiles and Related Arts |
| | Minor: | Family Life |

Professional experience:

Elsewhere: None

Here: 1948 to present - Instructor, assistant professor

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
American Association of University Professors
Oregon State Employees Association
Omicron Nu

Publications: None

## ELAINE KATHRYN CARLSON

Rank: Assistant Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Northwest Nazarene College | - A.B., B.Mus. | Major: | Home Economics, Music |
| Oregon State College | - M.S. | Major: | Clothing, Textiles and Related Arts |
| | | Minor: | College and University Teaching |

Professional experience:

Elsewhere: 1942-43 - High school teaching, Randle, Washington
1943-55 - College teaching, Northwest Nazarene College, Nampa, Idaho
1955-57 - High school teaching, Caldwell, Idaho

Here: 1957-58 - Graduate assistant (January to June)
1958 to present - Instructor, Assistant Professor

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
Omicron Nu

Publications: None

# BARBARA FESSLER

Rank: Instructor

Nature of appointment: .50 FTE

Education:

Oregon State College - B.S. Major: Home Economics Education

Professional experience:

Elsewhere: 1953-55 - Jr. high school teaching - Duniway Elementary School - Portland, Oregon
1955-57 - County Extension Agent - Marion County - Salem, Oregon
1957-59 - Assistant buyer - Frederick & Nelson - (executive training program) Seattle, Washington

Here: 1959-60 - Instructor

Membership in professional and scholarly organizations:

Omicron Nu
Kappa Delta Pi

Publications: None

# GENEVA LEMMAN

Rank: Instructor

Nature of appointment: 0.22 FTE

Education:

State University of Iowa - B.A. Major: Journalism and advertising
Minor: Home Economics

Professional experience:

Elsewhere: 1952-56 - Stylist in Sales Promotion Department, Jantzen Incorporated
Copy Coordinator in Style Development Department, Jantzen Incorporated

Here: 1958-59 - Instructor (Spring Term only)

Membership in professional and scholarly organizations:

American Association of University Women
The Fashion Group, Inc.
Gamma Alpha Chi

Publications: None

2. Organization, meetings and committees.

See pages 10-11 of the bulletin on Faculty Organizations and Committees, 1959-60 for the general authority vested in the faculty. All staff members with the rank of instructor or above are eligible to vote on matters under faculty control. The Department operates as a unit without further subdivision. Departmental meetings generally are held weekly except that the staff prefers not to have them during the last week of the term or during final examination week. The head of the Department usually presides. If another member of the staff is presenting some matter (for example, a member or chairman of some committee such as the television committee) she may preside. Any subject of concern to the members and functions of the Department may be discussed. Matters considered annually include Summer Session offerings, participation on the freshman orientation course, scheduling, selection of new staff members, use of travel funds, and catalog revision. Among the matters discussed as circumstances indicate are needed equipment, extension courses, television programs, mother's weekend fashion show, work for assistants, Beaver Preview, 70th anniversary of the School, accreditation, people available for positions for which we receive notices, Home Economics Field Trip, suggestions for minors to accompany the majors in Humanities and Social Science, reports on meetings attended, sabbatical leaves, and matters which we discuss at the request of the Dean of the School of Home Economics, committees, or others. Formal minutes are not kept. There would be some advantage in keeping minutes. It might be done if we had secretarial help. Because of the quantity of other duties, our staff members prefer to have as little committee work as possible within the Department. The only standing committees consist of groups of people who teach the same course and who work together on the development of courses, such as CT 211 and CT 111. Other work is done on a committee basis as the need arises. Recent examples are a committee to select chairs, a committee to draw up a statement of the objectives of the Department, and committees to work on minors. All members of the staff work together throughout the school year in making decisions involved in the formation of educational policy. There are examples throughout this report, such as consultation on courses in other departments of the School and curriculum revision.

3. Selection, promotion and dismissal.

Staff members suggest possible candidates, and people in institutions outstanding for training in our field are asked to make suggestions. The people suggested are investigated, and, if they appear to be possible candidates, they are contacted. If they apply, they fill out the application form of the institution, send transcripts of credits, and have letters of recommendation sent by several people. If possible, the candidates are discussed in Department meetings. If the stage of selection is reached during a vacation period, the available staff members are contacted individually for their opinions. Often the number of candidates has been so small that there has been little or no breadth of choice, as in the case of people available for part-time teaching who have adequate background for this work. In the light of the opinions expressed by the staff members, the Department head makes the recommendation to the Dean. If the Dean approves the appointment, she transmits the recommendation to the President.

In the procedure for determining promotion the Department head makes recommendations to the Dean. They may or may not be accepted. It has not been necessary to dismiss a faculty member in recent years.

4. Teaching load

a. In tabular form, names of instructors, giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service activities.

See following pages 98 - 103.

### I. 4. a. Teaching Load, 1958-59

### Department of Clothing, Textiles, and Related Arts

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Buckwalter .67 | CT 250 | F | 2 | 2 | 2 | 23 | H.Ec. Freshman Scholarship Comm.; Undergraduate advisees-10; Experiment Station Project; 2 radio talks; 1 TV program. |
| | CT 250 | F | 1 | 2 | 1 | 20 | |
| | CT 250 | F | 1 | 2 | | 15 | |
| | CT 250 | F | 2 | 2 | | 30 | |
| | CT 250 | F | 1 | 2 | | 24 | |
| | CT 250 | W | 2 | 2 | 2 | 30 | |
| | CT 250 | W | 1 | 2 | 1 | 21 | |
| | CT 250 | W | 2 | 2 | | 30 | |
| | CT 250 | W | 1 | 2 | | 20 | |
| | CT 250 | S | 2 | 2 | 2 | 12 | |
| | CT 250 | S | 1 | 2 | 1 | 18 | |
| Carlson .56 | CT 111 | F | 3 | 6 | 3 | 19 | H.Ec. Showcase Comm.; Mothers Weekend Fashion Show Comm.; Undergraduate advisees-9; 1 radio talk. |
| | CT 111 | W | 3 | 6 | 3 | 18 | |
| | CT 111 | W | 3 | 6 | | 18 | |
| | CT 111 | S | 3 | 6 | 3 | 18 | |
| | CT 111 | S | 3 | 6 | | 16 | |
| Diedesch 1.00 | CT 211 | F | 3 | 4 | 3 | 24 | Council on Curriculum & Academic Policy; H.Ec. Social Comm.; H.Ec. Curriculum Comm.; Nominating Comm. Text. & Cloth. Section, AHEA; |
| | CT 309 | F | 2 | 2 | 2 | 15 | |
| | CT 311 | F | 1 | 2 | 1 | 8 | |
| | CT 350 | F | 3 | 3 | 3 | 22 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Diedesch | CT 211 | W | 3 | 4 | 3 | 24 | Mothers Weekend Fashion Show Comm.; Undergraduate advisees-18; 3 radio talks; 1 TV program. |
| | CT 211 | W | 3 | 4 | | 24 | |
| | CT 350 | W | 3 | 3 | 3 | 19 | |
| | CT 350 | S | 3 | 3 | 3 | 20 | |
| | CT 350 | S | 3 | 3 | | 14 | |
| | CT 411 | S | 3 | 6 | 3 | 1 | |
| Edaburn<br>1.00 | CT 211 | F | 3 | 4 | 3 | 9 | Faculty Senate; H.Ec. Planning Comm.; Undergraduate advisees-21; Mothers Weekend Style Show Comm.; 2 radio talks; 1 TV program. |
| | CT 310 | F | 3 | 6 | 3 | 11 | |
| | CT 310 | F | 3 | 6 | | 15 | |
| | CT 310 | W | 3 | 6 | 3 | 14 | |
| | CT 310 | W | 3 | 6 | | 9 | |
| | CT 405 | W | 1 | 1 | 1 | 1 | |
| | CT 410 | W | 3 | 6 | 3 | 9 | |
| | CT 211 | S | 3 | 4 | 3 | 24 | |
| | CT 310 | S | 3 | 6 | 3 | 13 | |
| | CT 310 | S | 3 | 6 | | 15 | |
| Grant<br>1.00 | CT 250 | F | 2 | 2 | 2 | 28 | College United Fund Comm.; H.Ec. Freshman Scholarship Selection Comm. chairman; Undergraduate advisees-14; Adviser B&T minor; 3 radio programs; 1 TV program; Grad. School Gen. Research; Teach CT 250-Portland Extension Center; High School Visitations; Testing and checking |
| | CT 250 | F | 1 | 2 | 1 | 22 | |
| | CT 407 | F | 3 | 3 | 1 | 36 | |
| | CT 450 | F | 3 | 5 | 3 | 6 | |
| | CT 501 | F | 1 | 1 | 1 | 1 | |
| | CT 250 | W | 2 | 2 | 2 | 15 | |
| | CT 250 | W | 1 | 2 | 1 | 14 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Grant | CT 250 | W | 1 | 2 | | 20 | specifications; Assist with fashion show; Arrange for student groups to attend Fashion Training Course in Portland; Attend National Wool Growers meeting; AATCC regional meeting; Fashion Group meetings. |
| | CT 351 | W | 3 | 3 | 1 | 30 | |
| | CT 405 | W | 3 | 1 | 1 | 1 | |
| | CT 250 | S | 2 | 2 | 2 | 29 | |
| | CT 250 | S | 2 | 2 | | 28 | |
| | CT 250 | S | 1 | 2 | 1 | 19 | |
| | CT 250 | S | 1 | 2 | | 16 | |
| | CT 250 | S | 1 | 2 | | 10 | |
| | CT 405 | S | 3 | 5 | 2 | 2 | |
| | CT 503 | S | 3 | 1 | 1 | 1 | |
| Ingalls<br>1.00 | CT 217 | F | 3 | 3 | 3 | 14 | Horner Museum Comm.; Warm Springs Reservation Comm.; Student Bldg. Comm.; H.Ec. Scholarships & Awards Comm.; H.Ec. Field Trip Comm.; Undergraduate advisees-17; graduate advisee-1; Adviser-student living group; Judge contest; Mothers Week-end Style Show Comm., Chairman; 3 radio talks; 1 TV program; OHEA Comm., Textiles & Clothing; Talk, Nat'l. Textiles & Clothing meeting; Delta Kappa Gamma officer. |
| | CT 218 | F | 3 | 6 | 3 | 16 | |
| | CT 320 | F | 3 | 6 | 2 | 15 | |
| | CT 503 | F | 3 | 1 | 1 | 1 | |
| | CT 211 | W | 3 | 4 | 3 | 19 | |
| | CT 218 | W | 3 | 6 | 3 | 15 | |
| | CT 320 | W | 3 | 6 | 3 | 6 | |
| | CT 503 | W | 3 | 1 | 1 | 1 | |
| | CT 211 | S | 3 | 4 | 3 | 21 | |
| | CT 211 | S | 3 | 4 | 3 | 7 | |
| | CT 320 | S | 3 | 6 | 3 | 19 | |
| | CT 503 | S | 3 | 2 | 1 | 1 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Ledbetter<br>1.00 | CT 111 | F | 3 | 6 | 3 | 18 | H.Ec. Social Comm.; H.Ec. Public Relations Comm.; Mothers Weekend Style Show; 70th Anniversary H.Ec. Coordinator; Undergraduate advisees-18; 3 radio talks; 1 TV program. |
| | CT 212 | F | 3 | 6 | 3 | 14 | |
| | CT 312 | F | 4 | 8 | 2 | 11 | |
| | CT 212 | W | 3 | 6 | 3 | 18 | |
| | CT 218 | W | 3 | 6 | 3 | 13 | |
| | CT 312 | W | 4 | 8 | 2 | 16 | |
| | CT 218 | S | 3 | 6 | 3 | 12 | |
| | CT 219 | S | 3 | 6 | 3 | 11 | |
| | CT 312 | S | 4 | 8 | 2 | 18 | |
| Lemman<br>.22 | CT 470 | S | 3 | 3 | 2 | 23 | Advise-Mothers Weekend Style Show. |
| | CT 470 | S | 3 | 3 | | 21 | |
| Moser<br>1.00 | CT 111 | F | 3 | 6 | 3 | 17 | Academic Req. Comm.; Mothers Weekend Style Show, asst. chr.; OSEA-Membership CT; OHEA College and Univer. Comm.; OHEA nominating comm.; Undergraduate advisees-20; AAUP Student Relations Comm.; 2 radio talks; Delta Gamma Bldg. Assoc., V.P.; Consult on band uniform specifications. |
| | CT 212 | F | 3 | 6 | 3 | 17 | |
| | CT 212 | F | 3 | 6 | | 18 | |
| | CT 111 | W | 3 | 6 | 3 | 17 | |
| | CT 212 | W | 3 | 6 | 3 | 15 | |
| | CT 212 | W | 3 | 6 | | 11 | |
| | CT 212 | S | 3 | 6 | 3 | 20 | |
| | CT 212 | S | 3 | 6 | | 20 | |
| | CT 332 | S | 3 | 6 | 2 | 13 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Patterson<br>1.00 | CT 231 | F | 3 | 4 | 3 | 27 | H.Ec. Display Case Comm., Chairman; Home Mgt. House Bldg. Comm.; Adviser-Home Economics Club; 2 radio talks; Teach correspondence course-CT C 331; 1 TV show; Undergraduate advisees-12; Assist townspeople with decorating; Assist school with decorating; Spring Style Show Comm.; Talks; On jury, Northwest Craftsman Exhibitors. |
| | CT 235 | F | 3 | 6 | 3 | 6 | |
| | CT 335 | F | 3 | | 3 | 5 | |
| | CT 331 | F | 3 | 5 | 3 | 21 | |
| | CT 505 | F | 3 | 1 | 1 | 1 | |
| | CT 331 | W | 3 | 5 | 3 | 18 | |
| | CT 331 | W | 3 | 5 | | 21 | |
| | CT 435 | W | 3 | 6 | 2 | 4 | |
| | CT 231 | S | 3 | 4 | 3 | 26 | |
| | CT 331 | S | 3 | 5 | 3 | 26 | |
| | CT 431 | S | 3 | 6 | 3 | 6 | |
| Petzel<br>1.00 | CT 505 | F | 3 | 1 | 1 | 1 | CTRA dept. head; College Comm. on Science meetings; H.Ec. Grad. Comm.; H.Ec. Curric. Comm.; H.Ec. Exec. Comm.; Undergrad. advisees-6; Grad. advisees-5; Agric. Exper. Station Project; W-60 Regional Text. Project; Advise on TV program; 3 radio talks; Chr., AAUP Comm. on Promot. & Tenure; Extension meeting talk; AAUP Comm. on Salaries; Contrib. to written report for reg. meet. of Coll. Teachers of CTRA; Adviser-TC for Advisory Comm. on Public. of AHEA; Participate-meetings HAd 101; Attend regional AATCC, Nat'l Wool Growers Assoc. and Fashion Group meetings in Portland; Mothers Weekend Fashion Show; Chr., Comm. on Text. Fiber Iden. Act, AHEA; Consult on band uniform specifications. |
| | CT 507 | F | 1 | 1 | 1 | 3 | |
| | CT 551 | F | 3 | 4 | 3 | 5 | |
| | CT 460 | W | 3 | 3 | 3 | 19 | |
| | CT 503 | W | 3 | 2 | 2 | 2 | |
| | CT 405 | S | 3 | 1 | 1 | 1 | |
| | CT 503 | S | 3 | 1 | 1 | 1 | |
| | CT 552 | S | 4 | 7 | 3 | 1 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Wells<br>1.00 | CT 111 | F | 3 | 6 | 3 | 19 | Academic Deficiencies Comm.; H.Ec. TV Comm., Chr.; Mothers Weekend Fashion Show Comm.; Undergraduate advisees-25; 3 radio talks; High school visitations; Talk and report to West. Reg. Conf. of Coll. Teachers of CTRA. |
| | CT 112 | F | 3 | 6 | 3 | 11 | |
| | CT 211 | F | 3 | 4 | 3 | 17 | |
| | CT 112 | W | 3 | 6 | 3 | 14 | |
| | CT 112 | W | 3 | 6 | | 14 | |
| | CT 211 | W | 3 | 4 | 3 | 21 | |
| | CT 111 | S | 3 | 6 | 3 | 18 | |
| | CT 112 | S | 3 | 6 | 3 | 8 | |
| | CT 211 | S | 3 | 4 | 3 | 23 | |

b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members.

| Term | Student Credit Hours | FTE | Faculty Student Load |
|---|---|---|---|
| Fall 1958 | 1492 ) | | |
| Winter 1959 | 1463 ) Average 1476 | 10.45 | 9.1 to 1 |
| Spring 1959 | 1474 ) | | |
| Fall 1959 | 1436 | 10.81 | 8.5 to 1 |

The Faculty Student Load ratio has been obtained by dividing the student credit hours by 15.5 which represents the full-time student load in credit hours carried by Home Economics students, fall quarter, 1959. (Average student credit hour load for Oregon State College for same period is 15.3)

## J. Instruction

### 1. Provisions for the improvement of instruction.

Instructional competence is determined on the basis of observation, quality of student work, and combined opinions of students and staff members. Competence of instruction is recognized by advancement in salary and rank, the courses which the person teaches, and the nature of extra-curricular activities. A young instructor works closely with one of the older instructors, observing teaching and gaining counsel. Older instructors are encouraged to use sabbatical leaves, teach in other institutions during the summers, take courses, and attend regional and national professional meetings. The opportunity to use state funds for transportation to out-of-state meetings is rotated among members of the Department. Staff members have the opportunity to hear reports given by others who have attended such meetings.

Partially to aid staff members, the Department subscribes to current periodicals which are available in the Department, and new bulletins and government publications are placed in the Department library as they are received. The supply of periodicals and books available in the College library has been greatly improved in recent years. Audio-visual aids include projectors for slides, filmstrips, and opaque materials. Arrangements may be made for the showing of movies. Slides and filmstrips are available in the Department. We also have collections of historic textiles and costumes, as well as contemporary fabrics and furnishings. Staff members are free to visit classes. The College holds faculty conferences for the improvement of of teaching.

Departmental facilities may be used for research by staff members. Only one room is available solely for research, and, as has been indicated, facilities for textile research are inadequate. As full teaching loads have been carried by most members of the Department, for the most part only instructors with a portion of their time allocated to experiment station research (and their salary and teaching load divided accordingly) have conducted research.

A graduate student made a study of the placement test used to determine whether students need to take the beginning course in clothing construction. In cases in which a course is taught by more than one person, instructors have worked in groups to improve tests and teaching procedures. Student opinion has been collected as indicated earlier in this report. Syllabi are filed in the Department office where they are available for use by staff members. They are revised periodically as changes are made in the courses, and they are discussed in staff meetings at the time of revision. At such times, some members voluntarily prepare copies of their syllabi for study by other members of the staff.

2. Provisions for improving student achievement.

An attempt is made to adapt the curriculum and instruction to differential abilities. A placement test is given to determine whether entering students need to take the beginning course in clothing construction. As no courses are required beyond the core curriculum, a student may choose electives in accordance with her abilities and interests. Undergraduate and graduate students are recommended for membership in Omicron Nu and Phi Kappa Phi. As there are no undergraduate majors in this field, we have no means of comparing the scholarship of students, and we can supply no information on students dropped or otherwise disciplined for poor scholarship. Students have had opportunity to develop leadership in producing fashion shows for High School Weekend and Mother's Weekend. (See Self-Evaluation Report II, I, School of Home Economics for additional information).

## K. Administration

Staff members suggest people to be considered for positions, go over application papers, and give their opinions on the candidates. In the case of the one potentially permanent appointment of an instructor made within the past five years, the candidate was suggested voluntarily on the initiative of the great majority of the staff members. In the case of temporary part-time staff members, the field of choice has been so limited that usually only one of the available candidates has been clearly the best qualified in the opinion of the staff members. (For additional information see School of Home Economics Section of Report II.)

## L. The Students

1. In tabular form for each major curriculum the average number of freshmen, sophomores, juniors, seniors, and graduate students enrolled during the current year and each of the last three years, including the number of baccalaureate and graduate degrees granted in each curriculum.

   See School of Home Economics Section of Report II for data on undergraduates.

   Graduate students enrolled during the current year and for each of the last three years.

| Year | Actual number of Graduate Students | Graduate Degrees Granted |
|---|---|---|
| 1956-57 | 12 | 5 |
| 1957-58 | 12 | 9 |
| 1958-59 | 7 | 4 |
| 1959-60 | 11 | --- |

2. Extent to which the Department conducts orientation, counseling and testing beyond that of the institution as a whole.

The Department participated in two class meetings of the freshman orientation course. Members of the staff have undergraduate and graduate advisees. The clothing placement test is given to entering students.

3. Loan funds and scholarships available to students in this Department which do not come through institutional channels or which are restricted to students of this Department.

None.

4. Extent to which the Department accepts responsibility for placement of its graduates.

As there are no majors in Clothing, Textiles, and Related Arts, we have no reliable means of knowing which undergraduate students are interested in vocations in this field. If a student has an adviser in another field such as Family Life, we may not learn of her placement needs or may learn of them only at a late date. Consequently, we have not been in a position to give as great assistance in placing graduates as might be desirable. At present, individual advisers may help their advisees, or students may come to us for aid. At such times, we give them as much help as possible. We suggest places to apply for jobs, we give students an opportunity to meet representatives of the Tobe-Coburn School, of manufacturing firms, and of personnel divisions of retail stores, and we publicize assistantships and fellowships available for graduate work. We also publicize opportunities which aid in the choice of a vocation, such as the

Career Day of a department store and the Fashion Training Course offered by the Fashion Group of Portland.

We are in a much better position to aid graduate students than undergraduates, as we know who the graduate students are. We notify them of openings and recommend them for positions.

## INTERNAL SPIRIT

Our students generally seem to put real effort into their work, have a genuine desire to learn, and are willing to do more than the bare minimum for a passing grade. These characteristics are not found to such a high degree in all universities. Consequently, teaching is a relatively pleasant task at Oregon State College.

The members of our Department are characterized by an unusually high degree of ability and performance. They work together harmoniously for the progress of work in our field. There is excellent cooperation between members of different Departments within the School of Home Economics as exemplified in the work of committees of this School. The Departments of Family Life and Home Administration and of Foods and Nutrition have been most generous in letting us use their facilities and equipment in time of need. The Department of Home Economics Education has given us helpful information on numerous occasions.

Members of our staff have given talks to classes in Home Management (infant's wear) and Home Economics Education (teaching of clothing), and we have cooperated in the teaching of the freshman orientation course. We have also consulted on the selection of furnishings for and planning of new home management houses, choice of towels for foods classes, decoration of the Home Economics Building, and various other projects.

Other Schools on the campus have been generous in giving us aid, information, and advice when needed. The School of Business and Technology has cooperated with us in regard to its technical minor in Clothing and Textiles. The Department of Animal Husbandry has cooperated with us on textile courses. We are extremely fortunate in having such a high degree of cooperation within the Department, between Departments within the School, and between Schools.

# DEPARTMENT OF FAMILY LIFE AND HOME ADMINISTRATION

## A. Objectives

1. The particular objectives of this Department.

The objectives of this Department are concerned with the improvement of family living through teaching and research in the areas of child development, family relationships, housing, household equipment, family finance, and home management. They aim to provide:

a. Preparation for marriage through considering questions of mate selection, husband-wife relationships, parent-child relationships, relationships with in-laws, and management of the home.

b. Pre-parental education through more understanding of child growth and development and parent-child relationships.

c. More understanding of the needs of family members through the whole family life cycle.

d. More understanding of the possible range of home-community relationships.

e. Understanding of management principles and their applications to personal and family living.

f. Understanding of family finance and specific questions involved.

g. Understanding of principles in the selection and use of household equipment.

h. Understanding of principles in the functional use of house space in family living.

i. Preparation for nursery school teaching.

j. Background preparation for positions in social case work.

k. Background preparation for graduate study in the fields of family life, child development, management, family finance, equipment and housing.

l. Opportunities for graduate study and research in the fields in the Department.

m. Leadership in the State in the area of nursery education and family life.

2. Studies made recently, looking to a review of these objectives.

a. The Family Life Department has participated in the curriculum revision of the past three years.

b. Contacts with graduates, homemakers, nursery school teachers, and case workers have helped in evaluating objectives.

c. A detailed study of the needs and objectives for new home management houses is under way.

3. The extent to which these objectives can be carried out by the Department with its present program, organization and resources.

It is felt that objectives can be carried out adequately with the present program, organization and resources. The work in child development is limited by the lack of observation space in one of the laboratory nursery schools. The training for nursery school teachers would be improved with more staff time for supervision of field placements. Additional qualified staff would be required to develop further the graduate program and research in some of the areas of the Department; in particular, housing and household equipment.

4. Non-instructional activities, and their relation to the educational objectives of the Department.

   a. The Department offers consultant service to nursery schools in the State, providing teachers and parents with opportunity for conferences with staff members, and to observe in the nursery school laboratories.

   b. The Department sometimes helps with standards and practices in nursery schools where graduates are placed. It conducts parent meetings and discussions for parents of young children.

   c. A weekly radio program, and television programs, extend the educational services of the Department beyond the Campus and to the people in the State.

B. Evidence of Stability

1. Date of foundation of this Department and continuity of operation since that date.

| | |
|---|---|
| 1898-99 | Study in "Household Accounts" offered. |
| 1900 | "Domestic Lectures" offered including talks on "parentage, care of children, heredity, sanitation, home furnishing, emergency lectures and fireside practice." |
| 1919 | "Department of Household Administration" was organized. |
| 1917 | First Home Management House, "Withycombe House" established for a course called "Practice Housekeeping". |
| 1918 | "Mothercraft" added with name changed to "Child Care" in 1919. |
| 1919-59 | Infants cared for in Home Management Houses almost without interruption. |

| | |
|---|---|
| 1924 | Second Home Management House, "Covell", opened. |
| 1925 | Living in Home Management House became a requirement for graduation. |
| 1925-26 | First full-time research in Home Economics was begun by Maud Wilson with a study entitled "The Present Use of Time by Farm Homemakers." |
| 1926 | First nursery school established by the College as a laboratory for students. |
| 1929-30 | Research project in housing started. Courses in Household Equipment, Behavior Problems and Personal and Family Budgets were added as separate courses. |
| 1933 | A WPA Nursery School was established in the Corvallis community. This was used for laboratory experience to supplement the College operated nursery school. |
| 1934-35 | First separate course in Family Relationships was offered as such. |
| 1942 | The Lanham Act provided funds to operate a Nursery School in the Corvallis Community and its use to supplement the College nursery school was continued. |
| 1945 | Lanham Act funds terminated. The College purchased the house on Park Terrace Street then being used under the Lanham Act and started operating the "Park Terrace Nursery School". It has continued since as a second nursery school unit. |
| 1946 | Teacher training in nursery school field added. A course in The Nursery School Child became a graduate requirement and remained until 1960. |
| 1946 | First doctor's degree granted by the Department with thesis entitled "Relationships Between the Personality of College Students and Their Attitudes Toward Preschool Children." |

1952-53 Name changed to "Department of Family Life and Home Administration" and has continued since.

2. Names of administrative heads of Department during the last ten years, with period of service of each.

| | |
|---|---|
| 1932-1952 | Sara Watt Prentiss (at Oregon State since 1917.) |
| 1934-1936 | Vera Haskell Brandon (Acting Head at Oregon State since 1928). |
| 1937-1938 | Vera Haskell Brandon (Acting Head at Oregon State since 1928). |
| 1952 to present | Katherine Haskell Read (at Oregon State since 1941). |

3. Percent of turnover of teaching staff for each of last five years.

| Year | Total FTE | FTE Turnover | Percent Turnover | Comments (Figures are FTE) |
|---|---|---|---|---|
| 1954-55 | 9.0 | 1.0 | 11.11 | Home Management House appointments, for 1 year only. (.50) |
| 1955-56 | 9.0 | 1.50 | 16.67 | 1 resignation, Nursery School for different position. Home Management House appointment (.50) for 1 year only. |
| 1956-57 | 9.0 | 1.0 | 11.11 | Two Home Management House Appointments (.50) for 1 year only. |
| 1957-58 | 9.16 | 3.33 | 36.4 | 1 resignation, nursery school<br>1 resignation, marriage.<br>Home Management House appointments (.50) for 1 year only.<br>.33 temporary appointment for staff on leave. |
| 1958-59 | 9.16 | 3.17 | 35.0 | Two Home Management House appointments at .50 for 1 year only.<br>2 from nursery school at 1.67.<br>Replacement for staff on leave. (.50) |

4. Yearly enrollments of Department for the last ten years, excluding Summer Session and Extension courses.

| Year | Enrollments in Classes | Student Credit Hours | Per Cent of Total School Student Credit Hours |
|---|---|---|---|
| 1949-50 | 2038 | 5065 | 38.6 |
| 1950-51 | 1255 | 3185 | 31.2 |
| 1951-52 | 1450 | 3360 | 37.1 |
| 1952-53 | 1302 | 3132 | 33.8 |
| 1953-54 | 1563 | 2881 | 33.2 |
| 1954-55 | 1463 | 3153 | 35.0 |
| 1955-56 | 1555 | 3675 | 35.7 |
| 1956-57 | 1511 | 3564 | 34.3 |
| 1957-58 | 1561 | 4063 | 35.6 |
| 1958-59 | 1604 | 3843 | 34.0 |

## C. Finance

1. Funds allocated to this Department for instructional purposes during the last five years, from agencies other than regular institutional income sources. This includes government and foundation gifts or grants; also gift scholarships restricted to this Department.

None.

2. Funds allocated to this Department for research purposes during the last five years, from agencies other than the regular institutional income sources. This includes government and foundation gifts or grants, restricted to this Department.

| | | |
|---|---|---|
| | E. C. Brown Trust | |
| 1953-55 | | $ 700.00 |
| 1955-56 | (Graduate Fellowship) | 2,000.00 |
| 1956-57 | (Graduate Fellowship) | 2,000.00 |
| | Committee for Research on Problems of Sex, National Academy of Sciences | |
| 1957 | | 1,450.00 |
| 1958 | | 3,500.00 |
| 1959 | | 1,600.00 |
| | Oklahoma Agricultural Experiment Station | |
| 1958-59 | | 350.00 |

3. Student-Credit-Hour Cost, not including summer sessions. (Obtained by dividing the yearly Department instruction budget (not including building cost or maintenance, or equipment) by the student-credit-hours taught in the Department during the same period.)

| Year | Student Credit Hours | Instruction Cost | Student Credit Hour Cost |
|---|---|---|---|
| 1956-57 | 3564 | $58,579.76 | $16.44 |
| 1957-58 | 4063 | 67,940.70 | 16.72 |
| 1958-59 | 3843 | 74,440.15 | 19.37 |
| Mean | | | $17.51 |

## D. Plant

The facilities of the Department consist of laboratory, classroom, seminar room and office space on the third floor of the Home Economics building as well as two home management houses and two nursery schools located conveniently near the campus.

1. Any serious limitation in program resulting from any inadequacy in present physical plant facilities.

At the present time one of the units in the nursery school laboratory has no provision for observation space so that child development classes cannot make observations of children in this group. This limits the variety of groups and the age ranges which students have an opportunity to observe. There is also no provision in classroom for facilities so that infants and very young children can be observed and demonstrations given of infant care and mother-infant relations to students in child development classes.

New home management houses and a nursery school unit with adequate observation facilities and rooms provided for testing and research purposes are greatly needed. They are included in the new building plans of the College.

2. Greatest need for additional or improved facilities.

The Department hopes that the new buildings will be a "family life center" which will serve not only for classroom teaching but for informal observation and discussions with campus groups and groups from off campus interested in questions relating to family relations and management, as well as to child development. It should offer opportunities for service to many groups and would be a center for much of the research carried on in the Department.

E. Materials and Equipment

1. A tabulation of the total value of equipment and the value of acquisitions during the past three years.

See Self-Evaluation Report 1, E, items 1 and 2.

2. Expenditures for instructional supplies for the past three years.

| | |
|---|---|
| 1956-57 . . . . . . . . | $1,902.11 |
| 1957-58 . . . . . . . . | 2,322.84 |
| 1958-59 . . . . . . . . | 2,554.24 |

3. Any major equipment items (costing in excess of $1,000.00) with valuations, indicating those purchased with gift funds.

None.

F. Library

The Department has a seminar-library room used by staff and graduate students. About 35 current periodical publications are kept on hand by Department subscription. Approximately 150 books are on hand, most of them purchased some time ago. Approximately 20-25 books are checked out of the main library for Departmental use by the quarter. In addition the Department subscribes to Human Relations. The facilities and current budget of $225.00 for the year are adequate and it has been possible to acquire all new volumes.needed. A list of the current journal subscriptions follows. (See Self-Evaluation Report I, F, Library, for additional information.

## JOURNAL SUBSCRIPTION LIST

Adult Leadership
Business Week
Changing Times
Child Study Quarterly
Children
Consumer Reports
Consumer's Research
House and Home
Journal of Social Issues
Ladies' Home Journal
McCall's Magazine
Merrill-Palmer Quarterly
Monthly Labor Review
National Parent-Teacher
Public Affairs Pamphlets
Science Research Association
Today's Child
Two to Five World News, The
What's New in Home Economics

American Journal of Orthopsychiatry
Behavioral Science
Child Development
Childhood Education
Consumer Bulletin
Genetic Psychology Monographs
Family Life
Journal of Nursery Education
Journal of Genetic Psychology
Marriage and Family Living
Mental Hygiene
Monographs Social Research in Child Development
Parents' Magazine
Social Casework
Sunset
Today's Health
U. S. Government Publication

## G. Records and Reports

An informal placement service is maintained for graduates. Many requests come to the Department Head asking for nursery school teachers, and the Department tries to fill these requests by recommending students who have been trained in nursery school work. The Department is particularly concerned with the placement of students with advanced degrees. A list of publications of staff members is contained in the biennial report made by the Department and is also available in the College Library. (For additional information see School of Home Economics Section of Report II, G).

## H. The Curriculum

1. The scope and content of the entire program of studies of this Department.

### Family Life and Home Administration

The Department of Family Life and Home Administration offers instruction in general areas of family living—marriage and family relationships, child development, home management, family economics, household equipment, and housing. Advanced courses prepare students for nursery school teaching and work in housing, equipment, and family economics. Laboratories for instruction include two home management houses and two nursery schools on campus, and housing and equipment laboratories in the Home Economics Building.

Courses in marriage, family living, child care, and home management are offered for students in other schools who wish some preparation for homemaking. Men, as well as women, are welcomed in most of the courses in Family Life and Home Administration.

#### Courses in Family Life

##### Lower Division Courses

FL 222. **Marriage.** 2 hours any term. 2 ①
Courtship period, factors in a successful marriage, husband-wife relationships. Open to men and women. Kirkendall, Schalock.

FL 223. **Family Living.** 2 hours. 2 ①
Not for majors in home economics; open to men and women. Survey of personal relationships within family; child development; management of family resources. Schalock.

FL 225. **Child Care.** 3 hours. 3 ①
Not for majors in home economics. Growth, development, and care of infant and young child; observations in nursery school. Aikin.

### Upper Division Courses

FL 311, 312. **Child Development.** 3 hours each term. 3 ① 1 ①
Growth and development of normal preschool children. Prerequisite: Psy 202. AIKIN.

FL 401. **Research.** Terms and hours to be arranged.

FL 403. **Thesis.** Terms and hours to be arranged.

FL 405. **Reading and Conference.** Terms and hours to be arranged.

FL 407. **Seminar.** Terms and hours to be arranged.

FL 408. **Workshop.** Terms and hours to be arranged.

FL 413. **Child Development.** (G) 3 hours. 3 ①
Growth and development in middle and late childhood and early adolescence. Prerequisite: FL 312. AIKIN.

FL 421. **Behavior of Young Children.** 2 hours. 2 ①
For men. Understanding development problems of young children; observation in nursery school. Prerequisite: senior standing or consent of instructor. READ.

FL 422. **Family Relationships.** (G) 2 hours. 2 ①
Factors entering into adjustments within modern family group. Emphasis on interpersonal relationships. Prerequisite: FL 312, or consent of instructor. KIRKENDALL.

FL 423. **Parent Education.** (G) 3 hours. 1 ① 1 ②
Relationships of parents and children; resources for meeting problems with emphasis on discussion as a method. Prerequisite or parallel: FL 425. READ.

FL 425. **The Nursery School Child.** (g) 3 hours any term. 2 ① 1 ④
Developing insight into child behavior through participation in the nursery school program. Prerequisite or parallel: FL 312 and consent of instructor. SHEA, WALKER.

FL 426. **The Nursery School Child Laboratory.** (G) 1 hour. 1 ③
Accompanies FL 425.

FL 427. **Nursery School Procedure.** (G) 3 hours. 2 ① 1 ④
Accompanies FL 425.

FL 428. **Curriculum Enrichment for Young Children.** (G) 2 hours spring. 2 ①
Methods of relating literature, art, music, and science activities to child interests; projects for nursery school. Prerequisite or parallel: FL 425.

FL 429, 430. **Supervised Nursery School Experience.** (G) 5 hours, 3 hours respectively, winter and spring.
Full participation in the program of the nursery school. Prerequisite: FL 425 and consent of instructor. Laboratory periods to be arranged; 1 two-hour seminar.

FL 481. **Selected Topics in Child Development.** (G) 3 hours. 3 ①
Reading and interpretation of current literature on child development. Prerequisite: FL 312. SCHALOCK.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*)
may be taken for graduate credit.

FL 501. **Research.** Term and hours to be arranged.

FL 503. **Thesis.** Terms and hours to be arranged.

FL 505. **Reading and Conference.** Terms and hours to be arranged.

FL 507. **Seminar.** Terms and hours to be arranged.
METHODS AND MATERIALS IN FAMILY LIFE EDUCATION. KIRKENDALL.
PHILOSOPHY OF EDUCATION FOR FAMILY LIFE. KIRKENDALL.
UNDERSTANDING BEHAVIOR. READ, SCHALOCK.
INFANT DEVELOPMENT. SCHALOCK.
OBSERVATIONAL RESEARCH METHODS. SCHALOCK.

FL 508. **Workshop.** Terms and hours to be arranged.

FL 520. **Nursery School Philosophy.** 3 hours fall. 3 ①
Philosophy underlying procedures in nursery education; role of nursery school teacher. Prerequisite: FL 425 or equivalent and consent of instructor. READ.

## Courses in Home Administration

### Lower Division Courses

**HAd 101. Introduction to Home Economics.** 1 hour. 2 ①
Orientation of beginning students in home economics.

**HAd 239. Home Management.** 3 hours. 2 ① 1 ③
Managing money, time, and energy in relation to goals of family living. Not open to students majoring in home economics. STATON.

### Upper Division Courses

**HAd 330. Household Equipment.** 3 hours. 2 ① 1 ③
Selection, operation, care, and arrangement of household equipment.

**HAd 335. Organization and Use of House Space.** 3 hours. 2 ① 1 ③
Analysis of housing needs of families; optimum dimensions of activity areas; patterns for space units of family dwelling; evaluation of house plans in terms of family needs. Prerequisite: AA 178.

**HAd 340. Management in Family Living.** 2 hours any term. 1 ① 1 ③
The family's time and energy problems. VAN HORN.

**HAd 341. Family Finance Management.** 2 hours any term. 2 ①
Open to men and women. Management of income, expenditures, credit, savings, insurance, Social Security, and taxes. VAN HORN.

**HAd 401. Research.** Terms and hours to be arranged.

**HAd 403. Thesis.** Terms and hours to be arranged.

**HAd 405. Reading and Conference.** Terms and hours to be arranged.

**HAd 407. Seminar.** Terms and hours to be arranged.

**HAd 408. Workshop.** Terms and hours to be arranged.

**HAd 435. House Planning in Relation to Function.** (G) 3 hours. 2 ① 1 ③
An advanced course concerned with the application of principles of functional design to various types of family dwellings and their surroundings. Prerequisite: HAd 335.

**HAd 436. Functional Design of Dwellings.** (G) Terms and hours to be arranged.
Problems in use of storage space; arrangement of equipment; floor plans for small dwellings; illustrative material for use in house planning classes. Prerequisite: HAd 435.

**HAd 439. Family Housing.** (G) 3 hours. 3 ①
Social and economic aspects of housing in relation to family living. Prerequisite: Ec 212, Soc 212, senior or graduate standing. VAN HORN.

**HAd 441. Economics of the Family.** (G) 3 hours. 3 ①
Function of family and roles of its members in American economy; problems of setting, improving, and maintaining standards of living. Prerequisite: senior or graduate standing. VAN HORN.

**HAd 445. Management Problems in Home-Community Relations.** (G) 3 hours. 3 ①
Relation of family to society in civic, business, and other formal and informal associations. Prerequisite: HAd 340, Soc 212. VAN HORN.

**HAd 450. Home Management House.** 5 hours any term.
Experience in applying homemaking courses in a family size group and in a family type house. Prerequisite: FL 312, HAd 340 (may parallel). One-half term residence. STATON, GRINER, TOBIN.

**HAd 460. Management in the Home.** 3 hours winter. 1 ① 1 ③
Supervised experience in applying management principles in home. Student's home used as laboratory instead of home management house. Open to married students only. Prerequisite or parallel. HAd 340. STATON.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*)
may be taken for graduate credit.

**HAd 501. Research.** Terms and hours to be arranged.

**HAd 503. Thesis.** Terms and hours to be arranged.

**HAd 505. Reading and Conference.** Terms and hours to be arranged.

**HAd 507. Seminar.** Terms and hours to be arranged. Not offered every year.
FAMILY ECONOMICS: THE AMERICAN FAMILY AND ECONOMIC CHANGE. (Each year).
FAMILY ECONOMICS: USE AND INTERPRETATION OF STATISTICAL DATA.
HOME MANAGEMENT HOUSE SUPERVISION. (Each year).
HOME MANAGEMENT: PHILOSOPHY OF HOMEMAKING.
HOME MANAGEMENT: WORK SIMPLIFICATION.

**HAd 508. Workshop.** Terms and hours to be arranged.

2. Courses offered during the current year (1959-60).

| Catalog Course Listing | Frequency of Offering | | Date Last Taught |
|---|---|---|---|
| FL 222 Marriage | Annual, | 10 sections | Each term |
| FL 223 Family Living | " | 5 sections | Each term |
| FL 225 Child Care | " | 3 sections | Each term |
| FL 311 Child Development | " | 4 sections | Each term |
| FL 312 Child Development | " | 4 sections | Each term |
| FL 401 Research | No recent use | | Spring 42 |
| FL 403 Thesis | No recent use | | Spring 35 |
| FL 405 Reading and Conference | As needed | | Fall 59 |
| FL 407 Seminar | As needed | | Spring 59 |
| FL 408 Workshop | No recent use | | ? |
| FL 413 Child Development | Annual, | 2 sections | Spring 59 |
| FL 421 Behavior of Young Children | Annual, | 1 section | Spring 59 |
| FL 422 Family Relationships | " | 1 section | Fall 59 |
| FL 423 Parent Education | " | 1 section | Winter 60 |
| FL 425 The Nursery School Child | " | 4 sections | Each term |
| FL 426 The Nursery School Child Laboratory | " | 3 sections | Each term |
| FL 427 Nursery School Procedure | " | 2 sections | Spring 59 |
| FL 428 Curriculum Enrichment for Young Children | " | 1 section | Spring 59 |
| FL 429 Supervised Nursery School Experience | " | 2 sections | Spring 59 |
| FL 430 Supervised Nursery School Experience | " | 2 sections | Spring 59 |
| FL 481 Selected Topics in Child Development | " | 1 section | Winter 60 |

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| FL 501 Research | As needed | Fall 59 |
| FL 503 Thesis | As needed | Fall 59 |
| FL 505 Reading and Conference | Annual, 3 sections | Each term |
| FL 507 Seminar | " 6 sections | Each term |
| FL 508 Workshop | Periodic | Summer 57 |
| FL 520 Nursery School Philosophy | Annual, 1 section | Fall 59 |
| HAd 101 Introduction to Home Home Economics | " 2 sections | Fall 59 |
| HAd 239 Home Management | " 1 section | Winter 60 |
| HAd 330 Household Equipment | " 2 sections | Fall 59 |
| HAd 335 Organization and Use of House Space | " 1 section | Winter 60 |
| HAd 340 Management in Family Living | " 5 sections | Each term |
| HAd 341 Family Finance Management | " 4 sections | Each term |
| HAd 401 Research | No recent use | Spring 42 |
| HAd 403 Thesis | No recent use | Spring 35 |
| HAd 405 Reading and Conference | As needed | Fall 59 |
| HAd 407 Seminar | As needed | Fall 58 |
| HAd 408 Workshop | No recent use | Spring 52 |
| HAd 435 House Planning in Relation to Function | As needed | Summer 59 |
| HAd 436 Functional Design of Dwellings | As needed | Summer 53 |
| HAd 439 Family Housing | Annual, 1 section | Fall 58 |
| HAd 441 Economics of the Family | Annual, 1 section | Fall 59 |

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| HAd 445 Management Problems in Home-Community Relations | Annual, 1 section | Winter 60 |
| HAd 450 Home Management House | " 12 sections | Each term |
| HAd 460 Management in the Home | " 1 section | Winter 60 |
| HAd 501 Research | As needed | Fall 59 |
| HAd 503 Thesis | As needed | Fall 59 |
| HAd 505 Reading and Conference | As needed | Fall 59 |
| HAd 507 Seminar | As needed | Fall 59 |
| HAd 508 Workshop | Periodic | Summer 53 |

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level.

A student may obtain work of upper division or advanced level in child development, family relationships, housing, equipment, management, and family economics.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

The areas of concentration in this Department are Child Development and Nursery School, Family Relationships, Family Economics and Home Management, Housing and Equipment. (See School of Home Economics Section of Report II). The following staff members teach courses in Family Life and Home Administration:

| Name | Rank | Subjects Taught |
|---|---|---|
| Katherine Read | Professor | Nursery School<br>Family Relationships |
| Lester Kirkendall | Professor | Family Relationships |
| Mildred Kane | Associate Professor | Child Development |
| Edna Van Horn | Associate Professor | Economics of the Family<br>Family Finance<br>Management |
| Marian Aikin | Assistant Professor | Child Development |
| Martha Plonk | Assistant Professor | Housing, Household Equipment, and Home Management |
| Henry D. Schalock | Assistant Professor | Child Development<br>Family Relationships |
| Maryanne Staton | Assistant Professor | Home Management |
| Carol Buehner | Instructor | Nursery School |
| Laura Pernice | Instructor | Home Management House |
| Carolee Poland McKay | Instructor | Nursery School |
| Ann Louise Walsh | Instructor | Home Management House |
| Marian Anderson | Graduate Assistant | Nursery School |
| Margaret Fernandes | Graduate Assistant | Nursery School |
| Allene Mann | Graduate Assistant | Nursery School |
| Bertna Weldon | Graduate Assistant | Nursery School |
| Carol Hoppe O'Neill | Graduate Assistant | Nursery School and Research |

5-12. See School of Home Economics Section of Report I.

## I. The Instructional Staff

### 1. Personnel.

See following pages 129 - 146.

# KATHERINE H. READ

Rank: Professor, Head of Department

Nature of appointment: 1.00 FTE

Education:

| | | |
|---|---|---|
| Mills College | - B.A. | Major: History<br>Minor: Psychology |
| Purdue University | - M.S. | Major: Psychology |
| University of California - | | Graduate work |
| University of Oregon - | | Graduate work |

Professional experience:

Elsewhere:
1926-28 - Psychologist, Illinois Institute for Juvenile Research
1928-29 - Psychologist, Buffalo Foundation
1929-31, 1935-40 - Nursery school instructor, Purdue University
1940-41 - Institute of Child Welfare, University of California
1951 - Consultant in Family Life, Community Services with United States State Department in Germany for three months
1952 (summer)-Director of Summer Session, School for Nursery Years - Los Angeles, California
1953 (summer)-University of Washington
1949-54 - Parent Education consultant, National Congress of Parents and Teachers, conducting workshops in summer

Here:
1941-52 - Assistant professor, head teacher in nursery school, director of nursery schools, professor
1952 to present - Head of Department of Family Life and Home Administration

Membership in professional and scholarly organizations:

National Association of Nursery Education
American Home Economics Association

Katherine H. Read (continued)

Phi Beta Kappa
Phi Kappa Phi
Sigma Xi

Publications:

Read, Katherine H.
1955 The Nursery School: A Human Relationships Laboratory,
Revised edition. Original edition, 1950.
W. B. Saunders

Read, Katherine H.
Let's Play Outdoors
National Association of Nursery Education, publisher

Read, Katherine H.
1956 Discipline in the Nursery School
Childhood Education

Read, Katherine H. and Miriam Wiggenhorn
1958 How Essential is Play
In Journal of Nursery Education
p. 4-8 Vol. 14

Read, Katherine H.
1958 Not to Cry
Growing
p. 10-13 Vol. 11-1

Read, Katherine H.
1959 The Need to Touch
Growing
p. 10-13 Vol. 11-2

Read, Katherine H.
1959 Does "Wet Pants" = "Bad Boy"?
Growing
p. 18-20 Vol. 11-3

Read, Katherine H.
1959 Who Wants to Take Turns
Growing
p. 16-17 Vol. 11-4

Read, Katherine H.
1959 The Role of the Residence Adviser
Journal of Home Economics
p. 267-270 Vol. 51

Katherine H. Read (continued)

Read, Katherine H.
    1959 The Infant in the Home Management House
         Journal of Home Economics
         Vol. 51

FL

## LESTER A. KIRKENDALL

Rank: Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Kansas State College | - B.S. | Major:<br>Minor: | Social Studies<br>General Science |
| Columbia University | - M.A. | Major:<br>Minor: | Education<br>Counseling |
| Columbia University | - Ph.D. | Major:<br>Minor: | Education<br>Psychology |

Professional experience:

Elsewhere:
1927-33 - Principal and teacher, assistant principal; elementary, junior high school and senior high school; Oberlin, Kansas
1935-41 - Associate Professor, Teachers College of Connecticut
1941-43 - Professor, University of Oklahoma
1943-46 - Educational Consultant, U.S. Government (War Service)
1946-48 - Director, Association for Family Living
1948- Specialist in Family Life Education, University of Illinois YMCA
1935 (summer)-New Mexico State College
1936, 1937 (summers)-University of Colorado
1938 (summer)-Colorado State College
1939 (summer)-University of Washington
1940, 1952, 1954 (summers)-University of Oregon
1945 (summer)-G.I. (Army) University in Italy
1948 (summer)-University of Chicago
1949 (summer)-Washington State College
1949 (summer)-University of California
1953 (summer)-University of Minnesota
1954 (summer)-Central Washington College of Education
1955 (summer)-Long Beach State College

Here: 1949 to present - Professor

Membership in professional and scholarly organizations:

National Council on Family Relations
Oregon Mental Health Association
Pacific Northwest Council on Family Relations

Lester A. Kirkendall (continued)

Trustee, American Institute for Family Relations
Phi Kappa Phi
Phi Delta Kappa
Kappa Delta Phi
Who's Who in America

Publications:

### Books

Kirkendall, Lester A., Curtis E. Avery.
1955 Oregon Developmental Center Report.
E. C. Brown Trust Company, Portland Oregon.

Kirkendall, Lester A.
1959 A Reading and Study Guide for Students in Marriage and Family Relations. (Third Revision)
W. C. Brown Publishing Company, Dubuque, Iowa.

### Pamphlets

Kirkendall, Lester A., Ruth F. Osborne.
1954 Dating Days. (Included in Menninger, Wm., et. al., How to be a Successful Teen-Ager. Sterling; New York.)
Originally published by Science Research Associates, Chicago, Illinois. 1949.

Kirkendall, Lester A.
1954 Understanding Sex. (Included in Menninger, Wm., et. al., How to be a Successful Teen-Ager. Sterling; New York.)
Originally published by Science Research Associates, Chicago, Illinois. 1947. (Revised in 1957).

Kirkendall, Lester A., Thomas Poffenberger.
1955 Parents, Children, and the Sex Molester. (Reprinted in Sexology.)
E. C. Brown Trust, Portland, Oregon. 1953.

Kirkendall, Lester A., Ruth F. Osborne.
1955 Understand the Other Sex.
Science Research Associates, Chicago, Illinois.
(Included in Menninger, Wm., et. al., How to Understand the Opposite Sex. Sterling; New York.)

Kirkendall, Lester A.
1956 Too Young to Marry?
Public Affairs Committee, New York.

Lester A. Kirkendall (continued)

Kirkendall, Lester A.
1956 Finding Out About Ourselves.
Science Research Associates, Chicago, Illinois.

## Articles

Kirkendall, Lester A.
1954 Helping Parents Become Better Sex Educators.
The International Journal of Sexology. February.
7:139-143.
Reprinted in Readings in Marriage Counseling by Clark
Vincent. Thomas Y. Crowell Company, New York. 1957.

Kirkendall, Lester A.
1955 School Bells and Wedding Chimes.
National Parent-Teacher. March.
49:8-10.

Kirkendall, Lester A., Ruth F. Osborne.
1955 The Family Life Education Movement in the High Schools of
the United States.
The Journal of Family Welfare. (Published in India).
1:61-66.

Kirkendall, Lester A., Curtis E. Avery.
1955 Ethics and Interpersonal Relations.
The Humanist 16
The Coordinator. March.
3:1-7.

Kirkendall, Lester A.
1955 Why Parents Say "No".
Your Child's World. March.
16:9-11.

Kirkendall, Lester A., Archie Hamilton.
1954 Current Thinking and Practices in Sex Education.
The High School Journal. February.
37:143-148.

Kirkendall, Lester A.
1956 Married Undergraduates on the Campus: An Appraisal.
The Coordinator. December.
Oregon Coordinating Council on Social Hygiene and Family Life.
Portland, Oregon.

Lester A. Kirkendall (continued)

Kirkendall, Lester A.
1956 The Meaning of Marriage.
Oregon Stater. February.
16:8-9.

Kirkendall, Lester A.
1956 Good Sex Education for College Students.
Journal of Health-Physical Education and Recreation. January.
Volume 27.
pp. 31, 58.

Kirkendall, Lester A., Arthur H. Glogan.
1956 Development and Status of Sex Education in the United States.
The Journal of Family Welfare. (Published in India).
1:51-55.

Kirkendall, Lester A.
1956 Premarital Sex Relations: The Problem and Its Implications.
Pastoral Psychology. April.
7:46-53.
Reprinted as "A Viewpoint on the Premarital Sex Problem", Readings in Marriage Counseling by Clark Vincent, Thomas Y. Crowell Co., New York. 1957.

Kirkendall, Lester A.
1957 Are Educators Afraid of Sex?, comments on.
Marriage and Family Living. August.
Volume 19:244-245.

Kirkendall, Lester A.
1957 Where Should We Go In Sex Education.
The Coordinator. December.
6:19-23.
Oregon Coordinating Council on Social Hygiene and Family Life, Portland, Oregon.

Kirkendall, Lester A.
1957 Early Marriage.
Whittemore Associates, Boston, Massachusetts.

Kirkendall, Lester A.
1957 Male Sex Drive.
Sexology. December.
24:282-287.

Kirkendall, Lester A.
1957 Campus Marriages--Are They Practicable.
Junior College Journal. November.
28:160-162.

Lester A. Kirkendall (continued)

Kirkendall, Lester A.
1958 Toward a Clarification of the Concept of Male Sex Drive.
Marriage and Family Living. November.
20:367-372.

Kirkendall, Lester A.
1958 What Kinsey Overlooked About Kids.
National Parent-Teacher. November.
pp. 12-14.

Kirkendall, Lester A.
1958 Premarital Sex Standards.
Whittemore Associates, Boston, Massachusetts,

Kirkendall, Lester A.
1958 Integration of Sex Education in High School Subjects.
Family Life Publications, Inc.
Durham, North Carolina.

Kirkendall, Lester A.
1959 A Suggested Approach to the Teaching of Sexual Morality.
Journal of Family Welfare. June.
5:26-30.

Kirkendall, Lester A.
1959 Semantics and Sexual Communication.
The Coordinator. June.
7:61-63.

FL

# EDNA MARJORIE VAN HORN

**Rank:** Associate Professor

**Nature of appointment:** 1.00 FTE

**Education:**

| | | | |
|---|---|---|---|
| Colorado College | - B.A. | Major: | Economics |
| | | Minor: | Sociology |
| Columbia University | - M.A. | Major: | Education |
| | | Minor: | Foods |
| Columbia University | - Ph.D. | Major: | Economics |
| | | Minor: | Education |

**Professional experience:**

Elsewhere:
- 1923 - Mountain Elementary School - Junkins Park, Colorado (June to October)
- 1923-24 - Automobile insurance and financing (CIT) Pueblo, Colorado
- 1925 - Real estate, listing and ad-copy writing Pueblo, Colorado
- 1926-28 - Contract and legal departments - Miami, Florida
- 1929-30 - Assistant, Business Week Index and secretary to economist, Business Week - New York, New York
- 1931 - Standardizing recipe and menu costs, New York, New York
- 1932-36 - Home Economics Department, Kellogg Company, Battle Creek, Michigan
- 1937-38 - Associate Editor, Better Home and Gardens - Des Moines, Iowa
- 1937-39 - Assistant, Department of Family Life, Teachers College, Columbia University
- 1940-43 - Executive secretary, American Home Economics Association - Washington, D. C.
- 1950, 1952 (summers)-Visiting instructor, Columbia University

Here:
- 1939-40 - Assistant Professor
- 1942 (summer)-Assistant Professor
- 1944 to present - Associate Professor

Edna Marjorie Van Horn (continued)

Membership in professional and scholarly organizations:

- American Home Economics Association
- Oregon Home Economics Association
- American Economics Association
- American Sociological Society
- Pacific Sociological Society
- Oregon Conference of Social Work
- Pacific Northwest Council on Family Relations
- Adult Education Association
- National Council on Consumer Information
- Adult Education Association
- American Association of University Professors
- American Academy of Political and Social Science

Publications: none

FL

# MARTHA A. PLONK

Rank: Assistant Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Women's College of University of North Carolina | - B.S. | Major: | Home Economics |
| | | Minor: | Science |
| Ohio State University | - M.S. | Major: | Household Equipment |
| | | Minor: | Home Management |

Professional experience:

Elsewhere: 1941-44, 1946-47 - Home Supervisor, USDA, FSA, later called Future Homemakers of America

1944-46 - United States Naval Reserve

1949-52 - Instructor, West Virginia University

Here: 1952 to present - Assistant Professor

Membership in professional and scholarly organizations:

American Home Economics Association
American Association of University Professors
Omicron Nu

Publications: None

FL

MARIAN C. AIKIN

**Rank:** Assistant Professor

**Nature of appointment:** 1.00 FTE

**Education:**

| | | | |
|---|---|---|---|
| University of Nebraska | - B.S. | Major: | Vocational Home Economics |
| | | Minor: | Science |
| Iowa State College | - M.S. | Major: | Child Development |
| | | Minor: | Psychology |

**Professional experience:**

Elsewhere: 1942-43 - Instructor, Iowa State College
1943-44 - Director, Day Nursery - Lennox Hill Settlement House - New York, New York (6 months)
1948-51 - Assistant professor, Utah State University
1951-53 - Instructor, University of Minnesota

Here: 1954 to present - Assistant professor

**Membership in professional and scholarly organizations:**

American Home Economics Association
Oregon Home Economics Association
National Association for Nursery Education
Oregon Association for Nursery Education
American Association of University Professors
National Council for Family Relations
Oregon Coordinating Council for Social Hygiene and Family Living
Phi Kappa Phi
Omicron Nu
Phi Upsilon Omicron

**Publications:** None

## HENRY D. SCHALOCK

Rank: Assistant Professor

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Whitworth College | - B.S. | Major: | Biology, Psychology |
| University of Nebraska | - M.S. | Major: | Educational Psychology and Measurements |
| University of Nebraska | - Ph.D. | Major: | Educational Psychology and Measurements |

Professional experience:

Elsewhere: 1955-56 - Assistant professor, Oklahoma State University

Here: 1956 to present - Assistant professor

Membership in professional and scholarly organizations:

The American Psychological Association
The National Council on Family Relations
The Society for Research in Child Development
The Oregon Psychological Association
The American Association of University Professors

Publications:

Schalock, Henry D., Clark E. Moustakas.
1955 An analysis of therapist-child interaction in play therapy.
Child Development. 26; 143-157.

Schalock, Henry D., Clark E. Moustakas, Irving E. Sigel.
An objective method for the measurement and analysis of adult-child interaction.
Child Development. 27: 109-134.

Schalock, Henry D., Warren R. Baller.
1956 Conditioned response treatment of enuresis.
Exceptional Children. 22; 233-237.

MARYANNE STATON

Rank: Assistant Professor

Nature of appointment: .30 FTE

Education:

| | | |
|---|---|---|
| Oregon State College - B.A. | Major: | Home Economics |
| Oregon State College - B.S. | Major: | Home Economics |
| Oregon State College - M.S. | Major: | Family Life |

Professional experience:

| | | |
|---|---|---|
| Elsewhere: | 1950 | -Instructor, Adult Education, Adair Village |
| | 1950-51 | -Coordinator, Adult Education, Adair Village, Corvallis, Oregon |
| Here: | 1949-51 | -Instructor |

Membership in professional and scholarly organizations:

American Home Economics Association
Oregon Home Economics Association
Home Economists in Homemaking
Omicron Nu
Phi Kappa Phi

Publications: None

FL

## CAROL BUEHNER

Rank: Instructor

Nature of appointment: 1.00 FTE
Head teacher at Park Terrace Nursery School

Education:

University of Cincinnati - B.S. Major: Child Development
Minor: Kindergarten Primary Education

Teachers College, Columbia - M.A. Major: Developmental Psychology

Professional experience:

Elsewhere: 1956-57 - Instructor, Nursery School Teacher, University of Cincinnati
1957 (summer) - Probation Officer, Hamilton County Juvenile Court, Cincinnati
1958-59 - Dalton Schools, Inc., New York, New York

Here: 1959-60 - Instructor, head teacher in nursery school

Membership in professional and scholarly organizations:

National Association for Nursery Education

Publications: None

FL

## CARALEE POLAND

Rank: Instructor

Nature of appointment: 1.00 FTE
Head teacher at Orchard Street Nursery School

Education:

Colorado State University - B.S. Major: Child Development
Minor: Education, Psychology

Purdue University - M.S. Major: Child Development
Minor: Psychology

Professional experience:

Elsewhere: 1954-55 - Instructor, Colorado State University
1957-59 - Instructor, Purdue University

Here: 1959-60 - Instructor, head teacher in nursery school

Membership in professional and scholarly organizations:

Society for Research in Child Development
American Association of University Professors

Publications: none

LAURA M. PERNICE

Rank: Instructor

Nature of appointment: .50 FTE

Education:

Kent State University - B.S. Ed. Major: Health and Physical Education
Minor: Home Economics

Professional experience:

Elsewhere: 1950-59 - Teacher, Turner Junior High School, Warren, Ohio

Here: 1959 to present - Instructor

Membership in professional and scholarly organizations:

Ohio Education Association
Northeastern Ohio Teachers Association
Omicron Nu
Delta Psi Kappa

Publications: None

FL

## ANN L. WALSH

Rank: Instructor

Nature of appointment: .50 FTE

Education:

University of California - B.A. Major: Home Economics
Minor: Social Science

Professional experience:

Elsewhere: 1944-46 - Grace school teacher, Ft. Yukon, Alaska
1946-51 - Grade and high school teacher, Wrangell, Alaska
1952-59 - High school teacher, Fairbanks, Alaska

Here: 1959 to present - Instructor

Membership in professional and scholarly organizations:

American Home Economics Association
Alaska Education Association
Fairbanks Education Association
National Education Association
Kappa Omicron Phi

Publications: None

2. Organizations, meetings and committees.

The general authority vested in the faculty of this Department by charter, constitution, rules and regulations or other documents is stated in the Faculty Organization and Committees Bulletin on pages 10-11 and also regulations concerning those eligible to vote on matters under faculty control. While there are no actual subdivisions in this Department, it does include several areas of subject matter that are quite distinct. Authority of Department head includes preparing budget, preparing biennial report, authorizing expenditures, taking responsibility for equipment and supplies, recommending appointments for positions and conducting Department staff meetings. Department staff meetings are held weekly with the Department head presiding. Subjects for discussion cover everything relating to the business of the Department such as questions about courses, and course content, effectiveness of teaching, teaching attitudes, graduate examinations, progress of graduate students, faculty-student relations, public relations, professional improvement, faculty welfare and conditions of teaching. Minutes of Department staff meetings are not kept.

Standing committees include: supplies and equipment inventories; graduate seminar and graduate examinations; summer school planning; contacts for students interested in positions in social work. Members of the Department are on all-campus committees including Faculty Senate, Executive Committee, Registration, Graduate Committee, Commencement Week, Personal Services, Advancement of Teaching, Student Honesty, and Scheduling.

### 3. Selection, promotion and dismissal

In the procedure for procuring candidates to fill vacancies, members of the Department make suggestions to the Department head about possible candidates; Department Head then contacts these candidates and any others. Candidate fills out application form, sending official transcripts of academic work. The Department head writes for letters of recommendation on candidate and interviews candidate when possible. No funds for travel for this purpose are allowed. The staff members in the Department are consulted and read material available on candidates. The Department head makes the final selection which is approved or disapproved by the Dean of the School and if approved, is submitted to the President, who submits it to the Board of Higher Education for formal approval.

Decision about promotions is made by the Department head on consultation with the Dean of the School. It is based on (1) teaching performance as judged by visits to classes, student reactions, interest of students and their achievement, the use the students make of their course work under instruction, and the number going on for advanced work; (2) research and publications; (3) contributions made to the Department, the School and the College; (4) continuing professional growth through study, working toward an advanced degree, travel, contributions to the profession in professional associations or public service as a citizen. If question of dismissal arises, the Department head discusses the problem with the individual staff member concerned. Decision is made usually by the end of the second year of teaching and before the end of five years of teaching.

4. Teaching load

   a. In tabular form, names of instructors, giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service and activities.

      See following pages 150-154.

## I. 4. a. Teaching Load, 1958-59

### Department of Family Life and Home Administration

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Aikin<br>1.00 | FL 225 | F | 3 | 3 | 3 | 15 | Faculty Senate; Faculty Forum Comm.; H.Ec. Awards and Schol. Comm.; H.Ec. Faculty Planning Comm.; Senate Exec. Comm.; H.Ec. Field Trip Comm.; Undergraduate advisees-20; Corres. courses: FL C 311 and FL C 312; 6 radio talks; Omicron Nu adviser; AAUP vice president, program chr.; Azalea House Advisory Comm.; Oregon Coord. Council. |
| | FL 311 | F | 3 | 3 | 3 | 33 | |
| | FL 311 | F | 3 | 3 | | 33 | |
| | FL 312 | F | 3 | 3 | 3 | 12 | |
| | FL 225 | W | 3 | 3 | 3 | 25 | |
| | FL 311 | W | 3 | 3 | 3 | 18 | |
| | FL 312 | W | 3 | 3 | 3 | 31 | |
| | FL 312 | W | 3 | 3 | | 28 | |
| | FL 311 | S | 3 | 3 | 3 | 27 | |
| | FL 312 | S | 3 | 3 | 3 | 29 | |
| | FL 413 | S | 3 | 3 | 3 | 34 | |
| Dougherty<br>.50 | HAd 330 | S | 3 | 4 | 3 | 18 | None |
| | HAd 330 | S | 3 | 4 | | 11 | |
| Griner<br>.50 | HAd 450 | F | 4(5) | 22 | | 14 | Resident adviser in Kent House. |
| | HAd 450 | W | 4(5) | 22 | | 14 | |
| | HAd 450 | S | 4(5) | 22 | | 12 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Kirkendall<br>1.00 | FL 222 | F | 2 | 2 | 2 | 42 | H.Ec. Newsletter Comm., Chr.; H.Ec. Pub. Rel. Comm., Chr.; Personal Services Comm.; Undergrad. advisees-14; Graduate advisees-1; Research grant-Interrelationships in the Premarital Period, National Academy of Science; 5 radio, 2 TV talks, KOAC. |
| | FL 222 | F | 2 | 2 | | 29 | |
| | FL 222 | F | 2 | 2 | | 27 | |
| | FL 422 | F | 2 | 2 | 2 | 9 | |
| | FL 505 | F | 1 | 1 | 1 | 1 | |
| | FL 222 | W | 2 | 2 | 2 | 22 | |
| | FL 222 | W | 2 | 2 | | 42 | |
| | FL 222 | W | 2 | 2 | | 34 | |
| | FL 222 | W | 2 | 2 | | 23 | |
| | FL 507 | W | 3 | 3 | 3 | 5 | |
| | FL 222 | S | 2 | 2 | 2 | 45 | |
| | FL 222 | S | 2 | 2 | | 40 | |
| | FL 222 | S | 2 | 2 | | 38 | |
| | FL 222 | S | 2 | 2 | | 13 | |
| | FL 407-507 | S | 3 | 3 | 3 | 6 | |
| Read<br>1.00 | FL 425 | F | 1(3) | 2 | 2 | 26 | Family Life & Home Administration dept. head; H.Ec. Grad. Comm.; AAUP Comm. on Academic Freedom; H.Ec. Curric. Comm.; Undergraduate advisees-16; Graduate advisees-3; 3 radio talks; 1 TV talk; Vice-president, Nat'l. Assn. for Nursery Ed.; Editorial Board-Journal of Nursery Ed.; Editorial Consultant-Journal Am. H.Ec. Assn.; Member of Governor's Comm. on Children and Youth. |
| | FL 425 | F | 1(3) | 2 | | 24 | |
| | FL 503 | F | | | | 2 | |
| | FL 520 | F | 3 | 3 | 3 | 2 | |
| | FL 407-507 | W | 2(3) | 3 | 2 | 7 | |
| | FL 425 | W | 1(3) | 2 | 2 | 26 | |
| | FL 503 | W | | | | 2 | |
| | FL 425 | S | 1(3) | 2 | 2 | 9 | |
| | FL 425 | S | 1(3) | 2 | | 21 | |
| | FL 501 | S | 1 | | | 1 | |
| | FL 503 | S | | | | 1 | |

| Instructor .FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Reed<br>1.00 | FL 405 | W | 1,2 | 3 | 3 | 4 | Supervisor, Park Terrace Nursery School; 7 radio, 1 TV talk, KOAC; Adult education course in Salem-4 meetings; Consultant for Cooperative Nursery School groups. |
| | FL 423 | W | 3 | 3 | 3 | 10 | |
| | FL 429 | W | 1(5) | 10 | | 4 | |
| | FL 430 | W | 3 | 2 | 2 | 8 | |
| | FL 427 | S | 1(3) | 10 | | 4 | |
| | FL 421 | S | 2 | 2 | 2 | 8 | |
| | FL 428 | S | 2 | 2 | 2 | 10 | |
| | FL 505 | S | 3 | | | 1 | |
| Schalock<br>1.00 | FL 222 | F | 2 | 2 | 2 | 21 | H.Ec. TV Comm.; Undergraduate advisees-13; Graduate advisees-10; H.Ec. Curric. Comm.; College Student Dishonesty Comm.; Research - Validation of the film test for Understanding Behavior, Development of tests of marital satisfaction, Observer influence on mother-child interaction in the home; 4 radio, 2 TV talks, KOAC; Chr., Education Comm., Benton County Mental Health Association. |
| | FL 223 | F | 2 | 2 | 2 | 13 | |
| | FL 501 | F | | | | 1 | |
| | FL 503 | F | | | | 7 | |
| | FL 507 | F | 3 | 3 | 3 | 6 | |
| | FL 222 | W | 2 | 2 | 2 | 46 | |
| | FL 222 | W | 2 | 2 | | 24 | |
| | FL 407-507 | W | 1(3) | 3 | 1 | 7 | |
| | FL 481 | W | 3 | 3 | 2 | 6 | |
| | FL 503 | W | | | | 4 | |
| | FL 222 | S | 2 | 2 | 2 | 44 | |
| | FL 222 | S | 2 | 2 | | 35 | |
| | FL 407-507 | S | 3 | 3 | 3 | 8 | |
| | FL 503 | S | | | | 3 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Shea<br>.66 | FL 425 | F | 2(3) | 22 | 2 | 26 | Head teacher in one nursery school unit, responsible for 18 preschool children and for supervising college students participating in the laboratory; Undergraduate advisees-9; 2 radio, 1 TV talk, KOAC; Parent conferences, meetings, and home visits. |
| | FL 426 | F | 1 | | | 1 | |
| | FL 505 | F | 1 | 1 | 1 | 2 | |
| | FL 425 | W | 2(3) | 22 | 2 | 26 | |
| | FL 505 | W | 1 | 1 | 1 | 2 | |
| | FL 425 | S | 2(3) | 22 | 2 | 9 | |
| | FL 505 | S | 1 | 1 | 1 | 2 | |
| Staton<br>.50 | HAd 450 | F | 1(5) | 6 | 3 | 28 | Responsible for supervision of 2 home mgt. houses--weekly conference with each adviser; Undergrad. advisees-3; Chr., Comm. on planning new home mgt. house; 2 radio, 2 TV talks, KOAC; Preparation of bibliography in housing for HEIH and OHEA. |
| | HAd 507 | F | 2 | 2 | 2 | 2 | |
| | HAd 450 | W | 1(5) | 6 | 3 | 28 | |
| | HAd 460 | W | 3 | 7 | 3 | 15 | |
| | HAd 450 | S | 1(5) | 6 | 3 | 24 | |
| Tobin<br>.50 | HAd 450 | F | 4(5) | 22 | | 14 | Resident adviser in Withycombe House; Social committee for School of Home Economics. |
| | HAd 450 | W | 4(5) | 22 | | 14 | |
| | HAd 450 | S | 4(5) | 22 | | 12 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Van Horn<br>1.00 | HAd 340 | F | 2 | 2 | 2 | 30 | Faculty Comm. on Scheduling; H.Ec. Comm. on TV; Advisory Comm. to Coresident Women, Inc.; Undergraduate advisees-20; In charge of supplies and equipment inventories for department; Correspondence courses-HAd C 340 and HAd C 341; Manuscript reading for Macmillan-3/4 yr.; AAUP Comm. on Retirement; Comm. on Relation of Sociology and Social Work, Am. Soc. Society; 4 radio, 3 TV talks, KOAC. |
| | HAd 340 | F | 2 | 2 | | 25 | |
| | HAd 341 | F | 2 | 2 | 2 | 33 | |
| | HAd 407-507 | F | 2 | 2 | 2 | 4 | |
| | HAd 439 | F | 3 | 3 | 3 | 5 | |
| | HAd 505 | F | 1-2 | 3 | 3 | 4 | |
| | HAd 340 | W | 2 | 2 | 2 | 24 | |
| | HAd 340 | W | 2 | 2 | | 25 | |
| | HAd 341 | W | 2 | 2 | 2 | 26 | |
| | HAd 405-505 | W | 1 | 1 | 1 | 5 | |
| | HAd 445 | W | 3 | 3 | 3 | 3 | |
| | HAd 340 | S | 2 | 2 | 2 | 33 | |
| | HAd 341 | S | 2 | 2 | 2 | 36 | |
| | HAd 405 | S | 1 | 1 | 1 | 1 | |
| | HAd 441 | S | 3 | 3 | 3 | 6 | |
| Walker<br>.66 | FL 425 | F | 2(3) | 22 | 2 | 24 | Head teacher in one nursery school unit, responsible for 18 children and supervision of college students who participate in laboratory; parent conferences, meetings, home visits; 1 radio, 1 TV talk; H.Ec. Pub. Rel. Comm. |
| | FL 426 | F | 1 | | | 1 | |
| | FL 505 | F | 1 | 1 | 1 | 1 | |
| | FL 429 | W | 4(5) | 22 | | 4 | |
| | FL 427 | S | 2(3) | 22 | 2 | 4 | |

b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members.

| Term | Student Credit Hours | | FTE | Faculty Student Load |
|---|---|---|---|---|
| Fall 1958 | 1232 ) | | | |
| Winter 1959 | 1269 ) | Average 1281 | 9.16 | 9.0 to 1 |
| Spring 1959 | 1342 ) | | | |
| Fall 1959 | 1288 | | 10.54 | 7.8 to 1 |

The Faculty Student Load ratio has been obtained by dividing the student credit hours by 15.5 which represents the full-time student load in credit hours carried by Home Economics students, fall quarter, 1959. (Average student credit hour load for Oregon State College for same period is 15.3)

## J. Instruction

Journal subscriptions for the Department are adequate to assist the staff in keeping abreast of current literature and as an aid to research. Laboratory facilities for faculty research include nursery school units in child development with children of different ages--2 years, 3 years, 4 years. There is opportunity for staff members to visit each other's classes. In some cases a first year teacher and an experienced teacher instruct a course jointly with discussion of teaching procedures as part of training for a new staff person (For example, in FL 425, The Nursery School Child). Occasionally specialists are invited to confer with the Department. For example, in the spring of 1958, Dr. John Bell of the U. S. Public Health Service spent an afternoon discussing research possibilities with the members of the Department. Films are used frequently in some classes, with a film budget averaging about $75.

Many films are obtained without cost from the State Board of Health or the Oregon Association for Mental Health. A tape recorder is also available in the Department and is used. Staff members participate in radio and television series.

A real attempt is made to adjust instruction to individual differences in capacity. Projects are used in many courses, a choice of assignments, field trips to observe the areas in community relations and professional fields such as nursery school teaching are part of the work in some of the courses.

## K. Administration

In the Department of Family Life, the Department head canvasses the field for candidates for staff positions as well as for graduate assistantships after requesting recommendations from faculty members. Credentials of possible candidates are discussed with staff members in the areas concerned; for example, those of home management house advisers, with the staff member responsible for the houses. Decisions are reached by mutual agreement, with the Department head responsible for the final selection. The Department head reports on progress in finding candidates in the regular Department staff meetings and asks for discussion to help with the decision during the process of considering candidates.

## L. The Students

1. In tabular form for each major curriculum, the average number of freshmen, sophomores, juniors, seniors, and graduate students enrolled during the current year and each of the last three years, including the number of baccalaureate and graduate degrees granted in each curriculum.

   See School of Home Economics Section of Report II for data on undergraduates.

Graduate students enrolled during the current year and for each of the last three years.

| Year | Actual number of Graduate Students | Graduate Degrees Granted M.S. | Ph.D. |
|---|---|---|---|
| 1956-57 | 10 | 3 | |
| 1957-58 | 6 | 1 | 1 |
| 1958-59 | 11 | 6* | |
| 1959-60 | 10 | | |

*work completed summer session '59, degrees will be granted June '60

The Department does some placing of graduates in nursery school teaching positions.

## INTERNAL SPIRIT

The educational climate and atmosphere are very good. Members of the Department confer freely with each other, with members of other Departments in the school and with other departments in the college. The Department of Family Life, for example, has close and cordial relationships with the Psychology Department and the Sociology Department. Members of these Departments are occasionally invited to staff meetings in addition to conferences held with individual members.

Staff members generally feel that they have been left free from outside interferences in regard to content of courses and have been given support by the administration in maintaining their individual positions in matters which may be considered somewhat controversial.

# DEPARTMENT OF FOODS AND NUTRITION

## A. Objectives

1. The particular objectives of this Department.

   The objectives of this Department are to teach the principles of foods and of nutrition to all students in Home Economics and to offer service courses to students in other areas by:

   a. Applying scientific principles derived from the basic physical and biological sciences to problems of food preparation and nutrition.

   b. Offering graduate work leading to the master's and doctor's degrees.

   c. Integrating closely the work in foods and in nutrition.

   d. Integrating the teaching and research of the Department.

   e. Conducting research in foods and nutrition that contributes to the advancement of human well-being through research in the selection, preparation, and preservation of food, the determination of human nutrition requirements, and the role of food in maintaining optimum health.

2. Studies made recently, looking to a review of these objectives.

   a. Curriculum study has been carried out over a period of three years in which objectives of the Department, School of Home Economics and the College were considered.

   b. Research projects in foods cover studies of soft wheat in food products, taste-testing methods, cooking quality of potatoes, fruit and vegetable availability studies, and factors affecting quality of shortened cakes.

c. Research projects in nutrition cover vitamin requirements of humans including riboflavin requirements, distribution of coenzyme I in various fractions of the blood, amino acid-coenzyme relationships, relationship between serum riboflavin and serum cholesterol in humans, and relationship of nutrition to the condition of the teeth.

3. The extent to which these objectives can be carried out by the Department with its present program, organization and resources.

a. Objectives are within our endeavors, except that more personnel is needed in research; released time from teaching for research is also needed.

b. Close cooperation is enjoyed with staff members in chemistry, including biological and agricultural chemistry, in bacteriology, physiology, zoology, genetics, food science, other departments in the School of Home Economics, and other areas in which students take required courses or which represent fields in which the many roots of foods and nutrition lie such as food production, processing and economics. The Library and the Agricultural Experiment Station have both given invaluable assistance to our program.

4. Non-instructional activities, and their relation to the educational objectives of the Department.

a. Research is an integral part of teaching in this Department, each contributing to the other. Oregon Agricultural Experiment Station Research, Departmental research and graduate students' research are all part of the Department's activities. (See Report of the Agricultural Experiment Station.)

b. Radio and television programs are now responsibilities of the Department.

## B. Evidence of Stability

1. Date of foundation of this Department and continuity of operation since that date.

| | |
|---|---|
| 1889 | "Department of Household Economy and Hygiene" was founded and Cooking was one of the subjects taught. |
| 1896 | Name was changed to "Department of Household Science." |
| 1908 | "School of Household Science" was formed with scientific cookery as one of the subjects taught. |
| 1909 | First Master of Science degree in "Domestic Science." Thesis title was "Bacterial Problems in the Home." |
| 1914 | Name of School was changed to "School of Home Economics." |
| 1915-16 | First master's thesis, written in the area of foods of an experimental nature. |
| 1926 | The name "Department of Foods and Nutrition" was established and has continued since. |
| 1935 | Nutrition research was started as an integral part of the Department with time allocated to it. |
| 1943 | Foods research became an established entity. |
| 1944 | The right to offer the doctor of philosophy degree with a major in foods and nutrition was granted. The first Ph.D. degree in the area was awarded in 1949.<br>(See Self Evaluation Report III for description of the graduate program.) |
| 1945 | Perhaps unique in the research program is the project on the relationship between nutrition and tooth decay. A grant was |

made by the Oregon State Legislature for research on the relation of nutrition to tooth decay, to be administered by the Department of Foods and Nutrition, School of Home Economics. The Extension Women's Council of the State of Oregon was instrumental in obtaining the fund. This research has been concerned with studies on the effect of such factors as diet, climate, fluorine and other trace elements which influence the rate of tooth decay. For this phase of the research program a full-time dentist, Dr. Gertrude Tank, is on the research staff.

2. Names of administrative heads of Department during the last ten years, with period of service of each.

1944 to present Margaret Louise Fincke (at Oregon State since 1935).

3. Percent of turnover of teaching staff for each of last five years.

| Year | Total FTE | FTE Turnover | Percent Turnover | Comments (Figures are FTE) |
|---|---|---|---|---|
| 1954-55 | 7.65 | 2.00 | 26.0 | 1 to continue graduate work<br>1 for better position |
| 1955-56 | 7.89 | 0.00 | 0 | --- |
| 1956-57 | 7.98 | 1.67 | 21.0 | Termination of part-time staff |
| 1957-58 | 8.19 | 1.33 | 16.0 | 1 marriage<br>1 to part-time after age 65 |
| 1958-59 | 8.19 | 2.00 | 24.0 | Retirements |

4. Yearly enrollments of Department for the last ten years, excluding Summer Session and Extension courses.

| Year | Enrollments in Classes | Student Credit Hours | Per Cent of Total School Student Credit Hours |
|---|---|---|---|
| 1949-50 | 1183 | 3461 | 26.4 |
| 1950-51 | 993 | 2955 | 28.9 |
| 1951-52 | 738 | 2149 | 23.7 |
| 1952-53 | 845 | 2432 | 26.2 |
| 1953-54 | 799 | 2301 | 26.5 |
| 1954-55 | 831 | 2365 | 26.3 |
| 1955-56 | 944 | 2721 | 26.4 |
| 1956-57 | 931 | 2692 | 25.9 |
| 1957-58 | 973 | 2769 | 24.2 |
| 1958-59 | 1009 | 2938 | 26.0 |

## C. Finance

1. Funds allocated to this Department for instructional purposes during the last five years, from agencies other than regular institutional income sources. This includes government and foundation gifts or grants; also gift scholarships restricted to this Department.

None

2. Funds allocated to this Department for research purposes during the last five years, from agencies other than the regular institutional income sources. This includes government and foundation gifts or grants, restricted to this Department.

| Year | Nutrition | Foods | Total |
|---|---|---|---|
| | Western Regional Research Funds | | |
| 1954-55 | $8,500.00 | 0 | $ 8,500.00 |
| 1955-56 | 5,000.00 | 0 | 5,000.00 |
| 1956-57 | 8,400.00 | 1,523.26 | 9,923.26 |
| 1957-58 | 9,500.00 | 800.00 | 10,300.00 |
| 1958-59 | 10,600.00 | 0 | 10,600.00 |
| | National Institutes of Health | | |
| 1959-60 | 10,320.00 | 0 | 10,320.00 |

3. Student-Credit-Hour Cost, not including summer sessions. (Obtained by dividing the yearly Department instruction budget (not including building cost or maintenance, or equipment) by the student-credit-hours taught in the Department during the same period.)

| Year | Student Credit Hours | Instruction Cost | Student Credit Hour Cost |
|---|---|---|---|
| 1956-57 | 2692 | $48,390.22 | 17.98 |
| 1957-58 | 2769 | 61,472.70 | 22.20 |
| 1958-59 | 2938 | 62,196.56 | 21.17 |
| Mean | | | $20.45 |

D. Plant

Five general laboratories are equipped for undergraduate teaching of foods, and one dining room, one laboratory for food demonstrations and one for experimental cookery. One laboratory is equipped for nutrition work with animals. A stockroom on the second floor serves all laboratories by means of an elevator opening directly into the stockroom. For graduate work, the experimental foods laboratory, animal laboratory, and two smaller laboratories are available, and graduate students are also accomodated in the research laboratories. Approximately 6500 square feet of floor space are devoted to foods and nutrition research. (See Agricultural Experiment Station for further information on research.)

All foods laboratories are equipped with laboratory desks, sinks, and both electric and gas stoves. The animal laboratory is kept at a constant minimum temperature with thermostatic controls. Research laboratories have desks equipped with acid-resistant sinks, hoods, dark rooms and built-in cabinets.

A library-seminar room contains a few of the frequently used journals and books. It is used as a reading room and for graduate seminars.

1. Any serious limitation in program resulting from any inadequacy in present physical plant facilities.

As the Home Economics building has been remodelled and enlarged within the last eight years, it still is reasonably adequate. Certain built-in equipment which was in the plans for building remodelling has not yet been obtained. This includes new shelving, cupboards, and lockers.

2. Greatest need for additional or improved facilities.

The greatest need for the future is space and equipment for staff members, who do not now have time definitely allocated for research, but may carry out research projects.

Space is needed for the exceptional student to conduct undergraduate research problems as well as for graduate students. At present, equipment belonging to the Agricultural Experiment Station is used by advanced undergraduate and graduate students, as well as by staff not receiving grants from the Experiment Station. The generosity of the Experiment Station is acknowledged, but sometimes they cannot release the use of such equipment. For instance, the Department does not own as fundamental a piece of equipment as a p$^H$ meter, and it is sometimes awkward to borrow one.

A regular equipment budget is needed for regular purchase and replacement of such items as stoves and refrigerators.

A temperature-controlled room for foods research, which was planned when the building was remodelled, but given up for lack of funds, is now urgently needed.

For nutrition research, to be used for Experiment Station, departmental and graduate students' research, the following equipment items are needed:

| | |
|---|---|
| Spectrophotofluorometer . . . . . . . . . . | $5,000.00 |
| Warburg apparatus . . . . . . . . . . . . . | 2,500.00 |
| Gas chromatography apparatus . . . . . . | 10,000.00 |
| Wilkens-Anderson Evaporator . . . . . . . | 550.00 |
| Technicon fraction collector . . . . . . . | 2,000.00 |

## E. Materials and Equipment.

1. A tabulation of the total value of equipment and the value of acquisitions during the past three years.

   See Self-Evaluation Report 1, E, items 1 and 2.

2. Expenditures for instructional supplies for the past three years.

| | |
|---|---|
| 1956-57 | $3,651.09 |
| 1957-58 | 3,253.94 |
| 1958-59 | 3,562.41 |

3. Any major equipment items (costing in excess of $1,000.00) with valuations, indicating those purchased with gift funds.

No single items have cost $1,000.00 or more for teaching, except basic laboratory desks, which are covered in Report I. Major equipment items which have been acquired for foods and nutrition research are:

| | |
|---|---|
| Beckman spectrophotometer (including micro attachments and voltage stabilizer) | $1,090.00 |
| Orthophot | 1,047.00 |
| Dental X-ray unit | 1,190.00 |
| Refrigerated centrifuge (with high speed attachment) | 2,070.00 |
| Autoclaves | 1,055.00 |

## F. Library

Excellent facilities in the areas of foods and nutrition and closely related fields are available in the Oregon State College Library, and the competence and cooperativeness of the Library staff are of great service to the students and staff. The Library has allotted $400.00 for the current year for books especially requested by the Foods and Nutrition Department for the Library.

The Department has custody of files of three yearly reviews, three abstract journals and 18 scientific and professional journals, which are available in the Department library-seminar room. In addition, there are in the Department about 200 books used for constant reference by research and teaching staff and by students.

(See Self-Evaluation Report I, F, Library, for additional information)

## G. Records and Reports

A file of each undergraduate student's academic record is kept in the Dean's office and also in the Advisor's folder. No Department alumnae file is kept. The records are in the Dean's Office. No alumnae directory is published. The Home Economics office keeps recommendations of students requesting them, on file. Efforts are made, informally, to assist students in obtaining positions. There is a need for keeping better track of alumnae in recommending them for new positions, and in urging them to do graduate work. The official list of faculty publications for individual staff members is kept by the Library.

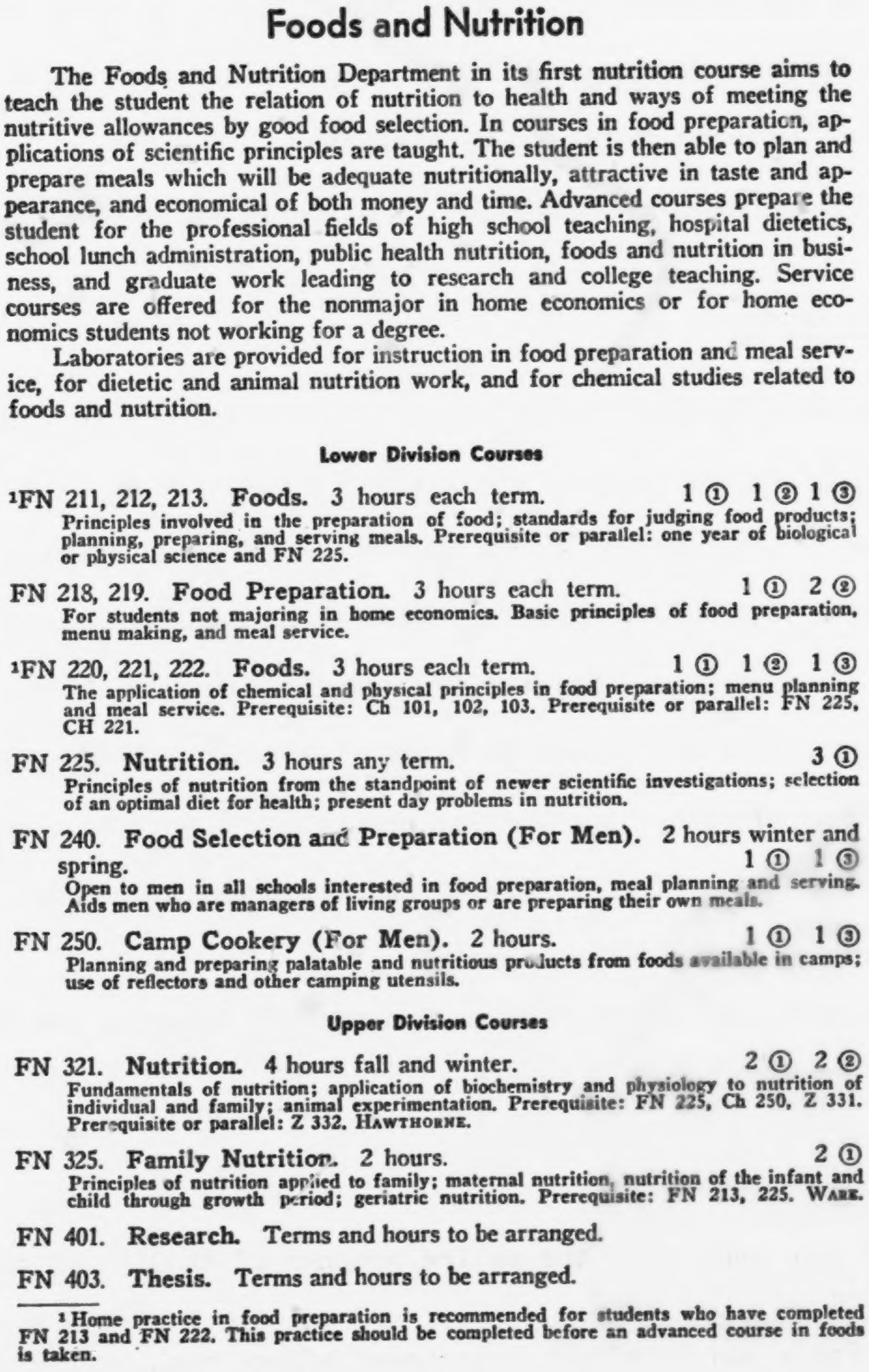
(For additional information on Records and Reports, see Report II, Section on School of Home Economics.)

## H. The Curriculum

### 1. The scope and content of the entire program of studies of this Department.

The Foods and Nutrition Department offers both beginning and advanced courses in food preparation, including research in foods and work leading to research, and in beginning and advanced nutrition courses dealing with the normal adult, special age groups and diet therapy. Both foods and nutrition are taught from the experimental point of view.

Service courses are offered for students not in Home Economics.



## Foods and Nutrition

The Foods and Nutrition Department in its first nutrition course aims to teach the student the relation of nutrition to health and ways of meeting the nutritive allowances by good food selection. In courses in food preparation, applications of scientific principles are taught. The student is then able to plan and prepare meals which will be adequate nutritionally, attractive in taste and appearance, and economical of both money and time. Advanced courses prepare the student for the professional fields of high school teaching, hospital dietetics, school lunch administration, public health nutrition, foods and nutrition in business, and graduate work leading to research and college teaching. Service courses are offered for the nonmajor in home economics or for home economics students not working for a degree.

Laboratories are provided for instruction in food preparation and meal service, for dietetic and animal nutrition work, and for chemical studies related to foods and nutrition.

### Lower Division Courses

[1]FN 211, 212, 213. **Foods.** 3 hours each term. 1 ① 1 ② 1 ③
Principles involved in the preparation of food; standards for judging food products; planning, preparing, and serving meals. Prerequisite or parallel: one year of biological or physical science and FN 225.

FN 218, 219. **Food Preparation.** 3 hours each term. 1 ① 2 ②
For students not majoring in home economics. Basic principles of food preparation, menu making, and meal service.

[1]FN 220, 221, 222. **Foods.** 3 hours each term. 1 ① 1 ② 1 ③
The application of chemical and physical principles in food preparation; menu planning and meal service. Prerequisite: Ch 101, 102, 103. Prerequisite or parallel: FN 225, CH 221.

FN 225. **Nutrition.** 3 hours any term. 3 ①
Principles of nutrition from the standpoint of newer scientific investigations; selection of an optimal diet for health; present day problems in nutrition.

FN 240. **Food Selection and Preparation (For Men).** 2 hours winter and spring. 1 ① 1 ③
Open to men in all schools interested in food preparation, meal planning and serving. Aids men who are managers of living groups or are preparing their own meals.

FN 250. **Camp Cookery (For Men).** 2 hours. 1 ① 1 ③
Planning and preparing palatable and nutritious products from foods available in camps; use of reflectors and other camping utensils.

### Upper Division Courses

FN 321. **Nutrition.** 4 hours fall and winter. 2 ① 2 ②
Fundamentals of nutrition; application of biochemistry and physiology to nutrition of individual and family; animal experimentation. Prerequisite: FN 225, Ch 250, Z 331. Prerequisite or parallel: Z 332. HAWTHORNE.

FN 325. **Family Nutrition.** 2 hours. 2 ①
Principles of nutrition applied to family; maternal nutrition, nutrition of the infant and child through growth period; geriatric nutrition. Prerequisite: FN 213, 225. WARE.

FN 401. **Research.** Terms and hours to be arranged.

FN 403. **Thesis.** Terms and hours to be arranged.

---

[1] Home practice in food preparation is recommended for students who have completed FN 213 and FN 222. This practice should be completed before an advanced course in foods is taken.

FN 405. **Reading and Conference.** Terms and hours to be arranged.

FN 407. **Seminar.** Terms and hours to be arranged.

FN 408. **Workshop.** Terms and hours to be arranged.

[1]FN 410. **Food Demonstrations.** 3 hours winter and spring. 1 ① 1② 1 ③
Principles and techniques of classroom, extension, and commercial demonstrations. Experience before audiences. Prerequisite: FN 213 or 222, Sp 111 or Ed 416, or equivalent. FN 411 or FN 412 is recommended but not required. McLean.

[1]FN 411. **Family Food Buying.** (g) 3 hours winter and spring. 1 ① 1 ② 1 ③
Practical and intelligent food buying for family; cost factors, food laws, quality standards; home adaptation of new trends in food manufacturing and packaging. Prerequisite: FN 213 or 222, Ec 212. McLean, Harris.

[1]FN 412. **Food Management.** 3 hours fall and winter. 1 ① 1 ② 1 ③
Advanced food preparation with emphasis on time, energy, and money management. Prerequisite: FN 213 or 222. Ware.

[1]FN 414. **Home Food Preservation.** (g) 3 hours fall. 1 ① 1 ② 1 ③
Common home methods of preserving foods with emphasis on freezing, canning, curing, pickling and preserving with sugar. Prerequisite: FN 213 or 222, Bac 204. Offered alternate years. Charley.

FN 420. **Nutrition in Disease.** (G) 3 hours spring. 2 ① 1 ②
Dietary adjustments for abnormal conditions. For students who plan to become hospital dietitians or nutrition specialists or who desire to broaden their training in nutrition. Prerequisite: FN 321. Storvick.

HEd 420. **Field Work in Community Nutrition Programs.** (G) 3 hours spring. 3 ①
Agencies, organizations, and movements concerned with community nutrition; individual and group projects in cooperation with agencies interested in nutrition-health programs. Prerequisite: FN 321 or 325, Ed 312. Garrison.

FN 421. **Child Nutrition.** (G) 3 hours winter. 3 ①
Nutritional needs from prenatal life through childhood; maternal dietary requirements. Prerequisite: FN 321. Fincke.

[1]FN 425. **Recent Advances in Foods.** (G) 3 hours fall. 2 ① 1 ②
Consideration of major areas in the field with emphasis on underlying chemical and physical principles involved; review of literature and some experimentation. Prerequisite: FN 222. Mackey, Charley.

[1]FN 435. **Experimental Cookery.** (G) 3 hours winter. 1 ① 1 ② 1 ③
Experimental method applied to problems in food preparation; literature in field. Prerequisite: FN 222. Charley.

FN 481. **Readings in Nutrition.** (G) 3 hours fall. 3 ①
Research studies in nutrition reviewed; interpretations and significance. Prerequisite: FN 321. Fincke.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*)
may be taken for graduate credit.

FN 501. **Research.** Terms and hours to be arranged.

FN 503. **Thesis.** Terms and hours to be arranged.

FN 505. **Reading and Conference.** Terms and hours to be arranged.

FN 507. **Seminar.** Terms and hours to be arranged. Fincke, staff.

FN 508. **Workshop.** Terms and hours to be arranged.

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[1] Home practice in food preparation is recommended for all students who have completed FN 213 or 222 before taking advanced courses in foods.

**FN 522, 523. Methods in Nutrition Research.** 3 hours each term. Students may register for one or two terms. 2 ③
Introduction to methods and special techniques in nutrition research, emphasizing those methods used in human nutritional studies; blood studies; vitamin and/or mineral analyses; balance methods; special problems. Prerequisite: FN 321, Ch 233 or 234. Storvick, Hawthorne.

**FN 531, 532. Food Preparation Investigation.** 3 or 5 hours each term. 2 ③
Independent investigations. Prerequisite: FN 435. Offered alternate years. Mackey.

**FN 551. Selected Topics in Nutrition.** 3 hours. 3 ①
Prerequisite: FN 481. Fincke.

2. Courses offered during the current year (1959-60).

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| FN 211 Foods | Annual, 6 sections | Fall 59 |
| FN 212 Foods | Annual, 7 sections | Winter 60 |
| FN 213 Foods | " 6 sections | Spring 59 |
| FN 218 Food Preparation | " 6 sections | Each term |
| FN 219 Food Preparation | " 1 section | Spring 59 |
| FN 220 Foods | " 2 sections | Fall 59 |
| FN 221 Foods | " 2 sections | Winter 60 |
| FN 222 Foods | " 2 sections | Spring 59 |
| FN 225 Nutrition | " 12 sections | Each term |
| FN 240 Food Selection and Preparation (For men) | As needed | Winter 58 |
| FN 250 Camp Cookery (For men) | As needed | Spring 58 |
| FN 321 Nutrition | Annual, 2 sections | Winter 60 |
| FN 325 Family Nutrition | Annual, 4 sections | Each term |
| FN 401 Research | As needed | Spring 57 |
| FN 403 Thesis | No recent use | ? |
| FN 405 Reading and Conference | As needed | Spring 58 |

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| FN 407 Seminar | As needed | Summer 58 |
| FN 408 Workshop | No recent use | ? |
| FN 410 Food Demonstrations | Annual, 2 sections | Winter 60 |
| FN 411 Family Food Buying | " 4 sections | Each term |
| FN 412 Food Management | " 2 sections | Winter 60 |
| FN 414 Home Food Preservation | " 1 section | Fall 59 |
| FN 420 Nutrition in Disease | " 1 section | Spring 59 |
| HEd 420 Field Work in Community Nutrition Programs | To be dropped in 1960 | Spring 55 |
| FN 421 Child Nutrition | Annual, 1 section | Winter 60 |
| FN 425 Recent Advances in Foods | " 1 section | Fall 59 |
| FN 435 Experimental Cookery | " 1 section | Winter 60 |
| FN 481 Readings in Nutrition | " 1 section | Fall 59 |
| FN 501 Research | As needed | Summer 59 |
| FN 503 Thesis | As needed | Summer 59 |
| FN 505 Reading and Conference | As needed | Fall 59 |
| FN 507 Seminar | Annual, 3 sections | Each term |
| FN 508 Workshop | Periodic | Summer 56 |
| FN 522 Methods in Nutrition Research | Annual, 1 section | Fall 59 |
| FN 523 Methods in Nutrition Research | As needed | Fall 48 |
| FN 531 Food Preparation Investigation | As needed | Fall 54 |
| FN 532 Food Preparation Investigation | No recent use | ? |
| FN 551 Selected Topics in Nutrition | As needed | Spring 54 |

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level.

A student may obtain work of upper division and graduate level in foods and in nutrition leading to the master's and Ph. D. degrees.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

Areas of concentration (see School of Home Economics Section of Report II) include Foods and Nutrition in Business, Institution Management and Dietetics, preparation for graduate work leading to Research, College Teaching and Public Health Nutrition. The following staff members teach courses in food and nutrition:

| Name | Rank | Subjects Taught |
|---|---|---|
| Margaret L. Fincke | Professor | Nutrition |
| Clara A. Storvick | Professor | Nutrition |
| Andrea Mackey | Professor | Foods |
| Helen Charley | Associate Professor | Foods |
| Betty Hawthorne | Associate Professor | Nutrition |
| Beth Bailey McLean | Associate Professor | Foods |
| Margaret Ware | Assistant Professor | Foods and Nutrition |
| Georgene Barte | Assistant Professor | Foods and Nutrition |
| Marie Harris | Instructor | Foods and Nutrition |
| Jean McLeod Peters | Instructor | Foods and Nutrition |
| Marion Vaisey | Instructor | Foods and Nutrition |
| Mary Wallace | Instructor | Foods |
| Betty Paasche | Instructor | Foods |

5-12. See School of Home Economics Section of Report I.

## I. The Instructional and Research Staff

1. Personnel.

See following pages 174 - 201.

# MARGARET L. FINCKE

Rank: Professor (Head), Foods and Nutrition.

Nature of appointment: 1.00 FTE

Education:

| | | | |
|---|---|---|---|
| Mt. Holyoke College | A.B. | Major: | Chemistry |
| | | Minors: | Zoology & History |
| Columbia University | A.M. | Major: | Chemistry |
| Columbia University | Ph.D. | Major: | Chemistry |
| | | Minor: | Nutrition |

Professional experience:

Elsewhere: Chemical Division, U.S. Department of Commerce, 1 year
Synthetic Organic Chemical Manufacturers Association, 4 years
Columbia University, Assistant in Chemistry, 8 years

Here: since 1935 (24 1/2 years)

Membership in Professional and Scholarly Organizations:

American Institute of Nutrition
American Home Economics Association
American Dietetic Association
American Association for the Advancement of Science
American Association of University Professors
Sigma Xi
Phi Kappa Phi
Omicron Nu

Publications: 1954-1959

Fincke, M. L.
1956 Pathways of Vitamin Biosynthesis: Fat Soluble Vitamins.
In Handbook of Biological Data, W. S. Spector, Editor.
W. B. Saunders, Publisher, Philadelphia, Pa.

Fincke, M. L.
1958 Book Review: Manual of Nutrition.
J. Home Econ. 50, 138.

Storvick, C. A. and M. L. Fincke
1959 Nutritional needs of adolescents and young adults.
In 1959 Yearbook of Agriculture, Alfred Stefferud, Editor.
pp. 303-310.
Superintendent of Documents, Washington, D.C.

## CLARA A. STORVICK

**Rank:** Professor, Foods and Nutrition;
Chairman, Home Economics Research

**Nature of appointment:**

| | |
|---|---|
| Administration | |
| Experiment Station | 0.30 FTE |
| School of Home Economics | 0.15 FTE |
| Research | |
| Foods and Nutrition | 0.41 FTE |
| Instruction | |
| Foods and Nutrition | 0.14 FTE |
| | 1.00 FTE |

**Education:**

| | | | |
|---|---|---|---|
| St. Olaf College | A.B. | Major: | Chemistry |
| | | Minor: | Latin |
| Iowa State College | M.S. | Major: | Nutrition |
| | | Minors: | Chemistry<br>Physiology |
| Cornell University | Ph.D. | Major: | Nutrition |
| | | Minors: | Biochemistry<br>Animal Nutrition |

**Professional experience:**

Elsewhere:

Instructor of Chemistry, Augustana Academy, Canton, South Dakota, 2 years
Graduate Research Assistant, Nutrition, Iowa State College, 2 years
Nutritionist, Federal Emergency Relief Administration, Minnesota, 2 years
Instructor, Nutrition, Oklahoma A & M College, 2 years
Graduate Research Assistant, Nutrition, Cornell University, 3 years
Assistant Professor, Nutrition, University of Washington, 4 years

Here: 14 1/2 years

(continued on next page)

Membership in Professional and Scholarly Organizations:

American Institute of Nutrition
American Dietetic Association
American Public Health Association
American Home Economics Association
American Association for the Advancement of Science
Sigma Xi
Phi Kappa Phi
Iota Sigma Pi
Sigma Delta Epsilon
Omicron Nu
Pi Lambda Theta

Publications:

Burch, H. B., Clara A. Storvick, R. L. Bicknell, H. C. Kung,
L. G. Alejo, W. A. Everhart, O. H. Lowry, C. G. King and O. A. Bessey
1955 Metabolic studies of precursors of pyridine nucleotides.
J. Biol. Chem., 212, 897-907.

Storvick, Clara A.
1956 Pathways of water-soluble vitamin biosynthesis.
In Handbook of Biological Data, W. S. Spector, editor.
pp. 246-247.
W. B. Saunders, Publisher,
Philadelphia, Pennsylvania.

Edwards, Margaret A., Margie M. Kaufman and Clara A. Storvick
1957 Microbiologic assay for the thiamine content of blood of
various species of animals.
Am. J. Clin. Nutr., 5, 51-55.

Morley, Nina H. and Clara A. Storvick
1957 Diphosphopyridine nucleotide content of whole blood and
blood fractions of women on controlled diet.
Fed. Proc., 16 (1), 393.

Morley, Nina H. and Clara A. Storvick
1957 Oxidized pyridine nucleotides in various fractions of
the blood and niacin and tryptophan metabolites in the
urine of women on a controlled adequate dietary.
J. Nutr., 63, 539-554.

Hermann, Freya, Martha H. Brookes and Clara A. Storvick
1959 Micro determination of glutamic-oxalacetic transaminase
in blood serum.
Clin. Chem., 5, 57-61.

Publications (continued):

Storvick, Clara A. and Margaret L. Fincke
1959 Nutritional needs of adolescents and young adults.
In the 1959 Yearbook of Agriculture, Alfred Stefferud, editor.
pp. 303-310.
Superintendent of Documents.
Washington, D.C.

Tank, Gertrude, Nettie C. Esselbaugh, Kathleen P. Warnick and Clara A. Storvick
1959 Cooperative nutritional status studies in the Western Region. III. Variation in dental caries experience among children of five Western states.
Technical Bulletin 45, Oregon Agricultural Experiment Station, Corvallis, Oregon.

Morley, Nina H., Margaret A. Edwards, Ida Irgens-Møller, Muriel J. Woodring and Clara A. Storvick
1959 Riboflavin in the blood and urine of women on controlled diets.
J. Nutr., 69 (2), 191-194.

Tank, Gertrude and Clara A. Storvick
1959 Effect of naturally occurring selenium and vanadium on dental caries. Submitted for publication.

Woodring, M. J. and C. A. Storvick
1960 Vitamin $B_6$ in milk. Review of literature.
J. Assoc. Official Agr. Chem. Accepted for publication.

## ANDREA C. MACKEY

Rank: Professor

Nature of appointment: Research 0.88 FTE
Resident Instruction 0.12 FTE

Education:

| | | | |
|---|---|---|---|
| University of Nebraska | B.Sc. | Major: | Home Economics<br>Nutrition |
| University of Nebraska | M.Sc. | Major: | Home Economics<br>Foods and Nutrition |
| | | Minor: | Chemistry |
| Iowa State College | Ph.D. | Major: | Foods and Nutrition |
| | | 1st Minor: | Chemistry |
| | | 2nd Minor: | Bacteriology |

Professional experience:

Elsewhere:

University of Nebraska - Instr. in Foods, Home Economics Dept., 10 mo.
Federal Emergency Relief Admin., Omaha, Nebr. Director of Women's Programs. 3 mo.
Food Specialist, Bureau of Human Nutrition and Home Economics. 1 yr.

Here: Resident Instruction and Research. 20 years.

Membership in Professional and Scholarly Organizations:

American Home Economics Association
American Association of University Professors
Institute of Food Technology
Oregon State Employees Association
Omicron Nu
Iota Sigma Pi
Sigma Xi
Sigma Delta Epsilon
Alpha Kappa Delta
Phi Tau Sigma, Charter Member

Publications (see attached list):

Mackey, Andrea, Marianne Strauss and Joy Stockman
1955 Soft wheat flour muffins.
Ore. Agr. Exp. Sta. Circ. Infor. 547.

Mackey, Andrea
1955 Minute-Mix Chocolate Cake.
Ore. Agr. Progress (Fall 1955).

Mackey, Andrea
1955 Microscopic structure of frozen cake batters.
Food Tech. 9, 261-263.

Mackey, Andrea and Kyriake Valassi
1956 Discernment of primary tastes in the presence of different food textures.
Food Tech. 10, 238-240.

Mackey, Andrea and Joy Stockman
1956 Soft Wheat Flour Pie Crust.
Ore. Agr. Exp. Sta. Circ. Infor. 560.

Strauss, Marianne and Andrea Mackey
1957 Effect of formula variations in muffins and biscuits.
Ore. Agr. Exp. Sta. Tech. Paper No. 879.

Mackey, Andrea and Joy Stockman
1957 Soft wheat flour cookies.
Ore. Agr. Exp. Sta. Circ. Infor. 579.

Mackey, Andrea and Joy Stockman
1957 Soft wheat flour pancakes.
Ore. Agr. Exp. Sta. Circ. Infor. 584.

Zielinski, Quentin, Andrea Mackey, Joy Stockman and Sue Joiner.
1958 New summer apple varieties for home and garden.
Ore. Agr. Exp. Sta. Circ. Infor. 586.

Mackey, Andrea
1958 Discernment of taste substances as affected by solvent medium.
Food Research 23, 580-583.

Mackey, Andrea and Joy Stockman
1958 Cooking quality of Oregon-grown Russet potatoes.
Amer. Potato J. 35, 395-407.

Mackey, Andrea, Sue Joiner, Ida Cecil and Joy Stockman
1958 Survey of specific gravity of Russet Burbank potatoes grown in Central Oregon and the Klamath Basin, 1957 crop.
Amer. Potato J. 35, 739-741.

Cecil, Ida, Andrea Mackey, Sue Joiner and Joy Stockman
1959 Homemakers' reactions to two specific gravity classes of Russet Burbank potatoes.
Amer. Potato J. 36, 81-89.

Mackey, Andrea and Sue Joiner
1959 Predicting cooking quality of potatoes.
Ore. Agr. Exp. Sta. Circ. Infor. (Dec. 1959).

Mackey, Andrea, Joy Stockman, Ida Cecil and Sue Joiner
1959 Availability of fruits and vegetables in retail food stores in Oregon.
Ore. Agr. Exp. Sta. Circ. Infor. (Dec. 1959).

FN

## HELEN CHARLEY

Rank: Associate Professor of Foods and Nutrition

| | | |
|---|---|---|
| Nature of appointment: | Resident Instruction | 0.72 FTE |
| | Foods and Nutrition Research | 0.28 FTE |

Education:

| | | | |
|---|---|---|---|
| DePauw University | A.B. | Majors: | Home Economics<br>French |
| | | Minor: | Chemistry |
| University of Chicago | M.S. | Major: | Foods and Nutrition |
| University of California Berkeley | | One term | |
| Low Temperature Station for Research in Biochemistry and Biophysics, Cambridge University | | One term | |
| Iowa State College | | 2 weeks workshop on statistics | |

Professional experience:

Elsewhere:

Charleston, Illinois - High school teacher, 11 years
West Virginia University - Instructor and Assistant Professor of Foods and Nutrition, 3 years

Here: 15 1/2 years

Membership in Professional and Scholarly Organizations

American Home Economics Association
American Association of University Professors
Phi Beta Kappa
Sigma Xi
Omicron Nu

Publications (see attached list):

Charley, Helen
1956 Characteristics of shortened cake baked in a fast- and in a slow-baking pan at different temperatures. Food Res., 21, 302-305.

Charley, Helen and Grayce Goertz
1958 The effects of oven temperature on certain characteristics of baked salmon. Food Res., 23, 17-24.

FN

## BETTY EILEEN HAWTHORNE

Rank: Associate Professor of Foods and Nutrition
Associate Nutritionist, Oregon Agricultural Experiment Station

| | | |
|---|---|---|
| Nature of appointment: | Resident Instruction | 0.57 FTE |
| | Research - Experiment Station | 0.43 FTE |

Education:

| | | | |
|---|---|---|---|
| University of Washington | B.S. | Major: | Chemistry |
| University of Washington | M.S. | Major: | Nutrition |
| | | Minor: | Education |
| Michigan State University | Ph.D. | Major: | Nutrition |
| | | Minors: | Physiology<br>Chemistry |

Professional experience:

Elsewhere:

Graduate assistant - University of Washington, 2 years
Nutrition Field Representative - American Red Cross, 1 year
Supply Corps, U.S. Naval Reserve, 2 years

Here: 9 1/2 years

Membership in Professional and Scholarly Organizations:

- American Home Economics Association
- American Dietetic Association
- American Chemical Society
- American Association University Professors
- American Association for Advancement of Science
- Sigma Xi
- Phi Beta Kappa
- Phi Kappa Phi
- Iota Sigma Pi
- Omicron Nu

Publications (see attached list):

Ohlson, Margaret A., A. Biester, W. D. Brewer, B. E. Hawthorne and M. B. Hutchinson
1956 Anthropometry and nutritional status of adult women.
Human Biol., 28, 189-202.

Hawthorne, Betty E., W. D. Brewer and M. A. Ohlson
1956 Metabolic patterns of a group of overweight, underweight and average weight women.
J. Nutrition, 60, 391-411.

## BETH BAILEY McLEAN

Rank: Associate Professor of Foods and Nutrition

Nature of Appointment: 0.30 FTE

Education:

| | | |
|---|---|---|
| Stout State College | B.S. | Major: Home Economics |
| Iowa State College | M.S. | Major: Foods<br>Minor: Equipment, Institutional Foods |
| Iowa State College | Sc.D. | Honorary |

Professional experience:

Elsewhere:

Minnesota - Dietitian, School for Dependent Children, 1 year
Jonesville, Wisconsin - Supervisor Home Economics, 3 years
Iowa - Home Demonstration Agent, Summer, 3 months
North Dakota - Assistant Professor, School of Forestry, 1 year
University of Pittsburgh - Assistant Professor Home Economics, 1 year
Iowa State College - Associate Professor Home Economics, 4 years
Southern Rice Industry - Director Home Economics, 3 years
Director Home Economics, Swift and Company, 20 years

Here: 1957 --

Membership in Professional and Scholarly Organizations:

American Home Economics Association
Home Economists in Business
Theta Sigma Phi
Phi Kappa Phi

Publications (see attached list):

McLean, Beth Bailey
1954 The Young Woman in Business
Iowa State Press, Ames, Iowa.

McLean, Beth Bailey
1955 Meal Planning and Table Service (Revised).
Charles A. Bennett, Peoria, Illinois.

McLean, Beth Bailey
1959 Planning meals for the family
In 1959 Yearbook of Agriculture, Alfred Stefferud, Editor,
pp. 510-518.

Bailey, Beth Bailey
The New Meat and Poultry Cook Book.
In Press.
Pocket Books, Inc., New York, N.Y.

GEORGENE V. BARTE

Rank: Assistant Professor of Foods and Nutrition

Nature of appointment: 1.00 FTE

Education:

| | | |
|---|---|---|
| University of New Mexico | B.S. | Major: Education and Home Economics<br>Minor: Dietetics |
| Iowa State College | M.S. | Major: Nutrition |
| Iowa State College | Summer sessions and workshops beyond the M.S. degree | |
| Syracuse University | Summer school workshop beyond the M.S. degree | |

Professional experience:

Elsewhere:

Graduate fellow in nutrition, Iowa State College, 2 years
Staff, Iowa State College, 4 years
University of New Mexico, 3 years
Wheat Flour Institute, regional Home Economist, 2 1/2 years
University of California at Davis, 2 years

Here: September 1, 1959

Membership in Professional and Scholarly Organizations:

American Home Economics Association
American Dietetics Association
American School Food Service
American Public Health Association
Institute of Food Technologists
American Association of University Professors
Sigma Delta Epsilon
Pi Lambda Theta
Kappa Omicron Phi

Publications: None

# MARGARET CHRISTIAN WARE

**Rank:** Assistant Professor of Foods and Nutrition

**Nature of appointment:** 0.33 FTE

**Education:**

| | | |
|---|---|---|
| Oregon State College | B.S. | Major: Home Economics |
| Oregon State College | M.S. | Major: Family Life<br>Minor: Nutrition |
| Iowa State College | | Summer Session |

**Professional experience:**

Elsewhere: None

Here: 14 years

**Membership in Professional and Scholarly Organizations:**

American Home Economics Association
Phi Kappa Phi
Omicron Nu

**Publications:**

Ware, Margaret Christian
1954 Correspondence course, FNC 225, Nutrition.

## MARIE S. HARRIS

Rank: Instructor in Foods and Nutrition

Nature of appointment: 1.00 FTE

Education:

| | | |
|---|---|---|
| Montana State College | B.S. | Major: Home Economics |
| Montana State College | M.S. | Major: Foods and Nutrition |

7 credits graduate work beyond M.S.

Professional experience:

Elsewhere:

Adult Education, Salt Lake City, 5 years
Summer Session, University of British Columbia, one summer

Here: 2 1/3 years

Membership in Professional and Scholarly Organizations:

American Association University Professors
American Home Economics Association
Sigma Xi
Phi Kappa Phi

Publications:

Harris, Marie and G. H. Roehm.
1957 A weight reducing experiment.
J. Am. Dietetic Assoc. 12, 1255-1258.

Harris, Marie and G. H. Roehm.
1957 Teaching nutrition toward a measured goal.
J. Home Econ. 49, 419-422.

## BETTE MARIE PAASCHE

Rank: Instructor

Nature of appointment: 0.33 FTE

Education:

| | | |
|---|---|---|
| University of Illinois | B.S. Major: | Hospital Dietetics & Nutrition |
| Albany General Hospital<br>Albany, New York | Internship<br>1 year | Hospital Dietetics |
| Oregon State College | 11 hours | Foods |

Professional experience:

Elsewhere:

Toledo, Ohio - Hospital Dietitian, 4 months
Corvallis, Oregon - Hospital Dietitian, 6 months
Corvallis, Oregon - Food Supervisor Dormitories, 1 year
Cafeteria Coordinator for Corvallis Public Schools, 6 months

Here: 2 years

Membership in Professional and Scholarly Organizations: None

Publications: None

## JEAN H. PETERS

Rank: Instructor

Nature of appointment: 1.00 FTE

Education:

| | | |
|---|---|---|
| University of British Columbia | B.HE. | Major: Dietetics<br>Minor: Foods & Nutrition |
| Vancouver General Hospital (Interneship) | Dietetic Diploma | Major: Dietetics |
| Michigan State College | 9 credit Hours | Foods and Communications |
| Oregon State College | 5 credit Hours | Foods and Nutrition |

Professional experience:

Elsewhere: Hospital and Commercial Dietetics, 4 years
University of British Columbia - teaching, 3 years

Here: 1 1/2 years

Membership in Professional and Scholarly organizations:

American Home Economics Association
Canadian Dietetic Association
American Association of University Professors

Publications: None

## MARION VAISEY

Rank: Instructor

Nature of appointment: 0.67 FTE

Education:

| | | |
|---|---|---|
| University of Manitoba | B.Sc.(H.Ec.) | Major: Home Economics |
| MacDonald College of McGill University | M.Sc. | Major: Nutrition |

Professional experience:

Elsewhere:

Food Acceptance studies with some Experimental Cookery, 2 1/2 years
Teaching + Food Clinic Dietitian, 7 1/2 months
Part-time teaching (1 course), 1 year

Here: 3 years

Professional and Scholarly Organizations: None

Publications: None within past 5 years

## MARY SUSANNE WALLACE

**Rank:** Instructor in Foods and Nutrition

**Nature of appointment:** 1.00 FTE

**Education:**

| | | |
|---|---|---|
| New York State University College of Education at Plattsburgh | B.S. | Major: Home Economics Education |
| University of Rhode Island | M.S. | Major: Foods and Nutrition<br>Minor: Education |

**Professional experience:**

Elsewhere:

University of Rhode Island, 2 years

Here: 1 1/2 years

**Membership in Professional and Scholarly Organizations:**

American Home Economics Association
American Association of University Professors

**Publications:**

Tucker, R. E., C. L. Brine and M. S. Wallace.
1958 Nutritive intake of older institutionalized persons.
J. Am. Dietetic Assoc. 34, 819-822.

FN

## GERTRUDE TANK

Rank: Associate Professor of Nutrition Research

Nature of appointment: 1.00 FTE Research

Education:

| | |
|---|---|
| School of Home Economics, Miesbach, Germany | Graduate Diploma |
| Temple University, School of Dentistry, Philadelphia, Pennsylvania | D.D.S. Major: Dentistry |

Professional experience:

Elsewhere: Germany - Private practice of dentistry, 4 years
Philadelphia - Dentist in Charge, Community Health Center, Dental Department, 27 years

Here: 6 years

Membership in Professional and Scholarly Organizations:

American, Oregon and Southern Willamette Dental Associations
American and Oregon Associations of Dentistry for Children
Northwest Division, International Association for Dental Research
American Association for the Advancement of Science
American Association of University Professors

Publications:

Tank, Gertrude, Nettie C. Esselbaugh, Kathleen P. Warnick and Clara A. Storvick
1959 Cooperative nutritional status studies in the Western Region. III. Variation in dental caries experience among children of five Western states. Technical Bulletin 45, Oregon Agricultural Experiment Station. Corvallis, Oregon

Tank, Gertrude and Clara A. Storvick
1959 Effect of naturally occurring selenium and vanadium on dental caries. Submitted for publication.

# MURIEL J. WOODRING

Rank: Chemist - Nutrition Research, Experiment Station

Nature of appointment: 1.00 FTE, Research

Education:

| | | |
|---|---|---|
| William Jewell College | B.A. | Major: Chemistry<br>Minor: Biology |
| Oregon State College | 45 credit hours work beyond B.A. | |

Professional experience:

Elsewhere:

Gillette, Wyoming - teaching, elementary, 2 years
Gayville, South Dakota High School - teaching, 1 year
Moorcroft, Wyoming High School - teaching, 1 year
Oregon State College English Department, 4 years

Here: 4 years

Membership in Professional and Scholarly Organizations: None

Publications:

Morley, N. H., M. A. Edwards, I. Irgens-Møller, M. J. Woodring and C. A. Storvick
1959 Riboflavin in the blood and urine of women on controlled diets.
J. Nutrition, 69, 191-194.

Woodring, M. J. and C. A. Storvick
1960 Vitamin $B_6$ in milk. Review of literature.
J. Assoc. Official Agr. Chem. Accepted for publication.

FN

EVA MAE BENSON

Rank: Junior Nutritionist; (Instructor) Experiment Station

Nature of appointment: 1.00 FTE Research

Education:

| | | |
|---|---|---|
| University of California at Los Angeles | A.B. | Major: Bacteriology |
| Los Angeles State College | M.A. | Major: Biological Science |

Professional Experience:

Elsewhere:

U.C.L.A. - Nutrition Research Dept. Home Economics (Dr. Swendseid), 2 1/2 years
L.A.S.C., teaching, Microbiology Lab., (Dr. Dean A. Anderson), 1 year

Here: 1 1/2 years

Membership in Professional and Scholarly Organizations:

Society of American Bacteriologists

Publications:

Swendseid, M. E., R. Jackson and E. M. Benson
1958 The formation of citrovorum factor in the developing chick egg and the effect of injecting folic acid antagonists. Arch. Biochem. and Biophysics, 78, 221-226.

Fisher, N. A., E. M. Benson and M. E. Swendseid
1958 The distribution of vitamin $B_{12}$ in the developing chick egg. Arch. Biochem. and Biophysics, 74, 458-464.

# MARGARET A. EDWARDS

Rank: Junior Nutritionist (Instructor) Experiment Station

Nature of appointment: 1.00 FTE Research

Education:

Washington State College B.S. Major: Bacteriology and Public Health

Professional experience:

Elsewhere:

Clinical laboratory technician, 1 1/2 years

Here: 9 years

Membership in Professional and Scholarly Organizations:

Phi Sigma

Publications:

Edwards, M. A., M. L. Kaufman and Clara A. Storvick
1957 Microbiologic assay for the thiamine content of blood of various species of animals and man. Am. J. Clin. Nutr., 5, 51-55.

Morley, N. H., M. A. Edwards, I. Irgens-Møller, M. J. Woodring and Clara A. Storvick
1959 Riboflavin in the blood and urine of women on controlled diets. J. Nutrition, 69 (2), 191-194.

FN

## DOROTHY FISHER

**Rank:** Junior Nutritionist; (Instructor) Experiment Station

**Nature of appointment:** 1.00 FTE Research

**Education:**

| | | | |
|---|---|---|---|
| Indiana University | B. Music Ed. | Major: | Music |
| New York University | B.A. | Major: | Chemistry |
| | 1 semester Botany | | |

**Professional experience:**

Elsewhere: Boyce Thompson Institute - Chemist, 3 1/2 years
Hoffman-LaRoche Co. - Laboratory assistant, 2 years

Here: 1 1/4 years

**Membership in Professional and Scholarly Organizations:**

American Chemical Society

**Publications:** None

# BETTY-SUE JOINER

Rank: Junior Home Economist (Instructor), Experiment Station

Nature of appointment: Foods Research 0.88 FTE

Education:

| | | | |
|---|---|---|---|
| Oregon State College | B.S. | Major: | Home Economics |
| Cornell University | M.S. | Major:<br>Minor: | Foods<br>Educational Leadership |

Professional experience:

Elsewhere:

Acting Food Specialist, Kansas, 1/4 year
Home Demonstration Agent-at-Large, 2 years
Graduate Research Assistant, Cornell, 2 years
Edit 2 foods columns, Corvallis, 5 years
Foods teacher, Adult Education, Corvallis, 3 years

Here: 5 years

Membership in Professional and Scholarly Organizations:

American Association of University Professors
Phi Kappa Phi
Mortar Board
Omicron Nu
Theta Sigma Phi
Kappa Delta Pi
Sigma Delta Epsilon
Pi Lambda Upsilon

Publications (see attached list):

Mackey, Andrea, Sue Joiner, Ida Cecil and Joy Stockman
1958 Survey of specific gravity of Russet Burbank potatoes grown in Central Oregon and the Klamath Basin, 1957 crop.
Amer. Potato J. 35, 739-741.

Cecil, Ida, Andrea Mackey, Sue Joiner and Joy Stockman
1959 Homemakers' reactions to two specific gravity classes of Russet Burbank potatoes.
Amer. Potato J. 36, 81-89.

Zielinski, Quentin, Andrea Mackey, Joy Stockman and Sue Joiner
1958 New summer apple varieties for home and garden.
Ore. Agr. Exp. Sta. Circ. Infor. 586.

Mackey, Andrea and Sue Joiner
1959 Predicting cooking quality of potatoes.
Ore. Agr. Exp. Sta. Circ. Infor. (Dec. 1959)

Mackey, Andrea, Joy Stockman, Ida Cecil and Sue Joiner
1959 Availability of fruits and vegetables in retail food stores in Oregon.
Ore. Agr. Exp. Sta. Circ. Infor. (Dec. 1959).

FN

## SHIRLEY C. M. LYMAN

**Rank:** Junior Home Economist; (Instructor) Experiment Station

**Nature of appointment:** 1.00 FTE Foods Research

**Education:**

| | | | |
|---|---|---|---|
| Oregon State College | B.S. | Major: | Foods and Nutrition |
| | | Minor: | Education |
| Candidate for M.S., O.S.C., 1960 | | Major: | Foods and Nutrition |
| | | Minor: | Home Economics Education |

**Professional experience:**

Elsewhere: None

Here: 1 1/2 years

**Membership in Professional and Scholarly Organizations:**

American Home Economics Association
American Association of University Women
Omicron Nu
Kappa Delta Pi

**Publications:** None

2. Organizations, meetings and committees.

The Bulletin on Staff Organization and Committees, 1959-60, states that the departmental faculty considers matters that concern its own internal policy and problems. These include responsibility for equipment and supplies, with recommendations for their purchase, their upkeep and use; responsibility for the courses under its jurisdiction. All staff members in the Department vote on any matter within the jurisdiction of the Department. There are no subdivisions of the Department.

Weekly staff meetings are scheduled, usually with the Department head presiding. Subjects discussed are any which affect the Department, the School and the College with which policies the Department itself may be interested. These include problems of teaching and scheduling; purchase, use and maintenance of equipment, research needs, policies in regard to radio and television, plans for superior or accelerated students, preparing for publication the syllabus for the beginning foods course, curriculum as it affects the Department, ways of serving the needs of graduate students and undergraduates particularly interested in this field, improvement of teaching, pre-testing of beginning students in foods and nutrition, purchase of books for the Library, cooperation with other Departments in the School of Home Economics, Extension, Experiment Station, Home Economics Education, and elsewhere; also Summer Session plans, reports, inventory, and allocation of committee work. No minutes are kept, but notes of the Department head are on hand.

There are Department committees. The committee on beginning foods courses considers over-all scheduling of topics to be taught in laboratory, use of equipment by various sections, problems of the stockroom in relation to teaching of general foods courses, preparation of syllabus for the course, recommendations for purchase of equipment, and any other problems related to the course. A Radio Committee prepares schedule of weekly radio talks with consideration of topics to be covered to make coordinated presentation, and allocation of dates to staff members. A Television Committee, one member of which is a member of the School of Home Economics Television Committee, considers the programs to be presented by the Department.

Various members of the Department are members of the Faculty Senate, Graduate Council, Faculty Welfare Committee, Graduate Admissions Committee, Committee on Review and Appeals, officers in Phi Kappa Phi, Sigma Xi, Executive Board and committees of American Association of University Professors, and various School of Home Economics committees. All of these contribute to the formation of educational policy.

3. Selection, promotion and dismissal.

In procuring candidates to fill vacancies, letters are written by the Department head to colleges and universities all over the country, describing the duties, rank, salary and the type of person needed, who has the capacity and interest to grow in certain areas.

The staff participates in selection. If possible, those of the same and/or higher rank make the decision. Sometimes during the summer the Department head must make the decision alone. The recommendation of this appointment must be approved by the Dean, the President and the State Board of Higher Education.

Promotions are recommended by the Department head on the basis of good teaching, evidence of professional growth and self-improvement, success in research if it is part of the instructor's assignment, membership on national, state and community committees and councils as evidence of service to the profession and to the state and community.

Procedure for dismissing a faculty member is determined by the Academic Code of Oregon State College.

4. Teaching load

   a. In tabular form, names of instructors, giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service activities.

      See following pages 205 - 209.

## I. 4. a. Teaching Load, 1958-59

### Department of Foods and Nutrition

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Charley<br>1.00 | | | | | | | On sabbatical leave. |
| Day<br>.33 | FN 218 | F | 3 | 5 | 3 | 15 | 4 radio programs. |
| | FN 218 | W | 3 | 5 | 3 | 12 | |
| | FN 218 | W | 3 | 5 | 3 | 14 | |
| Fincke<br>1.00 | FN 481 | F | 3 | 3 | 3 | 3 | Foods and Nutrition Department head; Graduate council; Graduate Admissions Committee; President, Phi Kappa Phi; Advisees-27; 3 radio talks; 2 TV programs; Officer, AHEA; Chr., Curric. Comm., H.Ec. |
| | FN 507 | F | 1 | 1 | 1 | 4 | |
| | FN 503 | F | | | | 1 | |
| | FN 421 | W | 3 | 3 | 3 | 6 | |
| | FN 503 | W | | | | 1 | |
| | FN 225 | S | 3 | 3 | 3 | 19 | |
| | FN 503 | S | | | | 1 | |
| | FN 507 | S | 1 | 1 | 1 | 6 | |
| Garrison<br>.67 | FN 211 | F | 3 | 6 | 3 | 16 | Advisees-13; 2 radio talks; 1 TV program. |
| | FN 211 | F | 3 | 6 | | 16 | |
| | FN 212 | W | 3 | 6 | 3 | 16 | |
| | FN 212 | W | 3 | 6 | | 16 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Garrison | FN 213 | S | 3 | 6 | 3 | 14 | |
| | FN 213 | S | 3 | 6 | | 12 | |
| Harris<br>1.00 | FN 211 | F | 3 | 6 | 3 | 16 | Advisees-17; Adviser to Home Economics Club; 5 radio, 1 TV talk. |
| | FN 225 | F | 3 | 3 | 3 | 30 | |
| | FN 225 | F | 3 | 3 | | 19 | |
| | FN 225 | W | 3 | 3 | 3 | 25 | |
| | FN 225 | W | 3 | 3 | | 27 | |
| | FN 411 | W | 3 | 6 | 3 | 6 | |
| | FN 225 | S | 3 | 3 | 3 | 31 | |
| | FN 411 | S | 3 | 6 | 3 | 13 | |
| | FN 411 | S | 3 | 6 | | 17 | |
| Hawthorne<br>.57 | FN 321 | F | 4 | 6 | 4 | 12 | Nutrition Research-0.43 FTE; Faculty Welfare Comm.; Comm. on College Entrance Requirements; Advisees-14; President, Oregon Dietetic Association; 3 radio talks; 1 TV program; W-44 Technical Regional Research Comm. |
| | FN 503 | F | | | | 1 | |
| | FN 225 | W | 3 | 3 | 3 | 21 | |
| | FN 503 | W | | | | 1 | |
| | FN 507 | W | (1) | 1 | 1 | 3 | |
| | FN 225 | S | 3 | 3 | 3 | 31 | |
| | FN 225 | S | 3 | 3 | | 28 | |
| | FN 503 | S | | | | 1 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Mackey .12 | FN 425 | F | 3 | 4 | 3 | 1 | Foods Research-0.88 FTE; Faculty Senate; Executive Committee, Faculty Senate; Regional Technical Comm., Foods Research; Reviewer for "Food Research" and "Food Technology." |
| | FN 503 | W | | | | 1 | |
| | FN 501 | S | 3 | 3 | 1 | 1 | |
| | FN 503 | S | | | | 2 | |
| McLean .30 | FN 411 | F | 3 | 6 | 3 | 15 | 3 radio, 2 TV, and many outside talks; Advisees-7. |
| | FN 410 | W | 3 | 6 | 3 | 10 | |
| | FN 410 | S | 3 | 6 | 3 | 10 | |
| McLeod 1.00 | FN 211 | F | 3 | 6 | 3 | 16 | Advisees-9; 3 radio, 2 TV talks. |
| | FN 211 | F | 3 | 6 | | 16 | |
| | FN 211 | F | 3 | 6 | | 16 | |
| | FN 212 | W | 3 | 6 | 3 | 16 | |
| | FN 212 | W | 3 | 6 | | 16 | |
| | FN 221 | W | 3 | 6 | 3 | 16 | |
| | FN 213 | S | 3 | 6 | 3 | 16 | |
| | FN 222 | S | 3 | 6 | 3 | 16 | |
| | FN 222 | S | 3 | 6 | | 16 | |
| Paasche .33 | FN 212 | W | 3 | 6 | 3 | 6 | |
| | FN 218 | S | 3 | 5 | 3 | 12 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Storvick<br>.14 | FN 420 | S | 3 | 4 | 3 | 6 | Sabbatical leave winter term; Chr., H.Ec. Research, Nutrition Research-0.86 FTE; 15 nat'l. and regional committees, among which-Chr., Western Comm. for Interregional reports on nutritional status; Exp. Sta. Comm. on Organization and Policy; Chr. of Research Advisory Comm.; Secretary of Res. Section and Member of Exec. Board of Div. of H.Ec.; all of American Association of Land Grant Colleges and state Universities. |
| Vaisey<br>.67 | FN 221 | W | 3 | 6 | 3 | 18 | On leave fall term; Curriculum Comm. H.Ec.; 1 radio, 2 TV talks. |
| | FN 435 | W | 3 | 6 | 3 | 5 | |
| | FN 507 | W | 1 | 1 | 1 | 3 | |
| | FN 213 | S | 3 | 6 | 3 | 16 | |
| | FN 213 | S | 3 | 6 | | 16 | |
| Wallace<br>1.00 | FN 211 | F | 3 | 6 | 3 | 17 | Advisees-4; 6 radio, 1 TV talk. |
| | FN 220 | F | 3 | 6 | 3 | 17 | |
| | FN 220 | F | 3 | 6 | | 11 | |
| | FN 212 | W | 3 | 6 | 3 | 16 | |
| | FN 212 | W | 3 | 6 | | 11 | |
| | FN 212 | W | 3 | 6 | | 18 | |

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enroll-ment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Wallace | FN 213 | S | 3 | 6 | 3 | 17 | |
| | FN 213 | S | 3 | 6 | | 17 | |
| | FN 218 | S | 3 | 5 | 3 | 14 | |
| Ware<br>1.00 | FN 225 | F | 3 | 3 | 3 | 32 | Advisees-15; 3 radio, 1 TV talks; Officer, Oregon Home Economics Association. |
| | FN 225 | F | 3 | 3 | 3 | 25 | |
| | FN 325 | F | 2 | 2 | 2 | 17 | |
| | FN 225 | W | 3 | 3 | 3 | 17 | |
| | FN 325 | W | 2 | 2 | 2 | 18 | |
| | FN 412 | W | 3 | 6 | 3 | 12 | |
| | FN 218 | S | 3 | 5 | 3 | 10 | |
| | FN 325 | S | 2 | 2 | 2 | 18 | |
| | FN 325 | S | 2 | 2 | | 23 | |

b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members.

| Term | Student Credit Hours | | FTE | Faculty Student Load |
|---|---|---|---|---|
| Fall 1958 | 932 | Average 979 | 8.19 | 7.8 to 1 |
| Winter 1959 | 945 | | | |
| Spring 1959 | 1061 | | | |
| Fall 1959 | 883 | | 8.19 | 5.69 |

The Faculty Student Load ratio has been obtained by dividing the student credit hours by 15.5 which represents the full-time student load in credit hours carried by Home Economics students, fall quarter, 1959. (Average student credit hour load for Oregon State College for same period is 15.3)

## J. Instruction

1. Provisions for the improvement of instruction.

In determining instructional competence of staff members, several means may be used: Performance in seminar which is attended by all graduate students and staff (organization of material, breadth of thought and knowledge, clarity of explanation); performance in working with the smaller group of staff who teach different sections of the same course (outline of material to be covered, use of equipment, management of expenditures, competence in suggesting questions for joint examinations). Special occasions in classes to which other staff members are invited, such as special meals in foods classes, student reports of library work and laboratory studies in which student's organization and competence can be observed. Recognition is given for competence of instruction and good teaching is one criterion by which an instructor is judged for salary increase and promotions in rank (see I, 3, c, above).

There is a program for assisting young and older instructors to grow in competence. A new young instructor is assigned to a more experienced staff member for consultation when she needs it. Many young instructors both in teaching and research, are taking courses either within the Department or in related outside Departments (chemistry, bio-chemistry, bacteriology, statistics, mathematics), for credit or as auditors. All staff members attend seminar and take part at least once or twice a year for a full hour's report. Travel money is available for transportation to about one national meeting a year for one person in the Department. Time can usually be granted for attendance at these meetings if the staff member is willing to pay her own transportation. Sabbatical leaves are available for staff members of all ranks after six years of service, and have usually been well-used.

Space and equipment is available for any staff member who wants to carry on a research project of her own; and the Graduate Council is able to grant limited amounts of money for faculty research projects. The research staff is generous in allowing other staff members to use Experiment Station equipment, whenever possible. A list of about 500 journals which publish work in foods, nutrition or closely related fields has been prepared. Excellent library facilities are available in these areas and journals may either be borrowed or microfilm obtained of articles of particular interest. Duplicate copies of a few journals are kept in the Department for use by staff, graduate students and advanced undergraduates. The Department owns a projector for slides and film strips and can get a moving picture projector when necessary. The advanced undergraduate nutrition course conducts animal experiments in which nutritional deficiencies are developed and cured. These animals are used for demonstration to other classes. Food models and a wide selection of common and unusual foods are available. Charts of various kinds are obtained. Adequate facilities and special equipment for research involving histology, microscopy, spectrophotometry, colorimetry, fluorometry, chromatography, microbiological assay and dental research are available for staff research.

The Northwest College Teacher of Foods and Nutrition have met several times and members of this Department have been active members of the group. Textbooks available, ways in which science prerequisites are actually used in foods and nutrition courses, methods of pre-testing students who have had high school courses in homemaking, methods of teaching have all been subjects of discussion at these meetings. Before and after the meetings, the staff here has discussed the material at length. Teaching procedures, examinations, and marks are continually being discussed informally, but no formal study has been conducted. Course outlines are kept up to date, revised copies being filed in Department files every two or three years. Discussions are held among instructors of various courses to insure integration, and to avoid unnecessary duplication.

2. Provisions for improving student achievement.

In the past, different sections have been kept for students with more than the average ability and background. This will be started again in the winter term of 1959-60. In all courses, attempts are made to urge students of greater capacity to choose special problems which will entail greater depth and breadth of study. In most classes, individual reports are given. High grades lead to consideration for membership in honorary societies. Encouragement is given to superior students to apply for national awards and for graduate assistantships.

In the beginning nutrition course, FN 225, about half of the students are freshmen in Home Economics and about half are students from practically all other Schools on the campus and from all classes from freshman to graduate. With the exception of a few upperclass students with strong backgrounds in biochemistry and physiology, the Home Economics students show as good a grade distribution as all the other students. Likewise, Home Economics students taking physiology, bio-chemistry, accounting, and other courses, compare favorably with others in the class from other schools. In individual courses, efforts are made to insure that students will accept responsibility for certain phases of the work that involve the whole class or groups of students. For instance, in nutrition, FN 321, groups of students work together in caring for animals used for nutrition studies. Each student must develop a sense of responsibility to the rest of his group or the animals would suffer and the experiments could be ruined. In beginning foods, housekeepers are appointed for each section who see that the laboratory is in order and each student is doing his share in keeping it that way. Advanced students may register for, and carry out, individual research problems in which independence and originality of thought is fostered. (For additional information see School of Home Economics Section of Report II.)

## K. Administration

In the Foods and Nutrition Department, the Department head canvasses the country for candidates for new positions and welcomes suggestions from any staff members in the Department. When applications are received, staff of the same rank of the new appointment or above are consulted. (See I, 3 above). (For additional information see School of Home Economics Section of Report II.)

## L. The Students

1. In tabular form for each major curriculum, the average number of freshmen, sophomores, juniors, seniors, and graduate students enrolled during the current year and each of the last three years, including the number of baccalaureate and graduate degrees granted in each curriculum.

See School of Home Economics Section of Report II for data on undergraduates.

Graduate students enrolled during the current year and for each of the last three years.

| Year | Actual number of Graduate Students | Graduate Degrees Granted M.S. | Ph. D. |
|---|---|---|---|
| 1956-57 | 8 | 1 | 1 |
| 1957-58 | 8 | 1 | 0 |
| 1958-59 | 9 | 1 | 0 |
| 1959-60 | 9 | | |

# HOME ECONOMICS EXTENSION

## A. Objectives

1. To provide the best possible educational opportunities and training for women interested in a professional career in the field of Home Economics Extension.
2. To provide supervised field experience in County Extension work in Home Economics with adults and with youth (4-H Club work).

Extent to which these objectives can be carried out.

Objectives can be carried out satisfactorily by following procedures:

1. Student electing courses recommended in the curriculum for preparation for professional carreer in the field of Extension.
2. Including electives:
   Courses in Extension methods and field work in Extension.
3. The field work under supervision of an experienced trainer agent and the professor includes:

   An orientation on county Extension work including agent activities and methods used in program planning and execution. Leader training and project teaching, and community service.

   An opportunity for practice in performing some of the agent activities after observation and conferences with agent.

   An evaluation by the student of her experiences in field work.

## B. Evidence of stability

1. Date of foundation of this Department and continuity of operation since that date.

   1931-32 A paragraph first appears in the catalog describing "Home Economics Extension" as "a department of the School of Home

Economics as well as a division of the Federal Cooperative Extension Service."

1937-38 First numbered courses appear in catalog. Name changed to "Extension Methods."

1960-61 Name changed back to "Home Economics Extension."

2. Names of administrative heads of division during last 10 years with period of service of each.

1948-1953 Azalea Sager

1953-1955 Mabel C. Mack

1955-1958 Frances Clinton

1958 to date Mabel C. Mack, in charge of H. Ec. Ext. Resident Instruction
Esther A. Taskerud, Coordinator, H. Ec. Ext. Programs

3. Percent of turnover yearly, staff for each of the last five years.

The yearly percent of turnover was 20 percent.

4. Yearly enrollment for the last ten years.

1949 - 2
1950 - 1
1951 - 3
1952 - 2
1953 - 2

1954 - 2
1955 - 3
1956 - 4
1957 - 2
1958 - 2
1959 - 2

C, D, E, F, G.

See School of Home Economics reports.

H. The Curriculum

1. The scope and content of the entire program of studies of this Department.

## Extension Methods

Instruction in the Department of Extension Methods is intended to assist in training students for positions as county extension agents in agriculture and home economics, as 4-H club and home economics extension workers, as extension specialists, and as specialists in similar professional fields where extension methods are commonly used. It will also give students in other fields a better understanding of how to take advantage of services available through county extension agents.

An extension worker must know not only the subject matter but also the methods by which extension work succeeds. He must be able to give or know how to obtain authoritative advice for his community or county on problems related to his field of service. He must know the technique of platform speaking and demonstration, radio speaking, conducting discussions, and publicizing the extension program. Combining a major in agriculture or home economics with training in journalism, speech and dramatics, economics, sociology, and other departments, supplemented by work in extension methods, should materially assist in meeting the need for better trained extension workers.

### Upper Division Courses

EM 405. **Reading and Conference.** Term and hours to be arranged.

EM 411, 412. **Extension Methods.** (G) 3 hours winter. 3 ①

First term: Philosophy and organization of extension work; methods employed by extension specialists, county agricultural and home demonstration agents, 4-H club leaders, etc. Second term: Application of knowledge and skills gained in EM 411 and other college courses such as journalism, radio, etc., in the fields of agriculture and home economics extension.

EM 453. **Field Work in Home Economics Extension.** (G) Terms and hours to be arranged.

Field practice in county extension work under supervision of professor of extension methods and county extension agents. Prerequisite: EM 411.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*) may be taken for graduate credit.

EM 505. **Reading and Conference.** Terms and hours to be arranged.

2. Courses offered during the current year (1959-60)

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| EM 405 Reading and Conference | As needed | No recent use |
| EM 411 Extension Methods (in School of Agriculture) | | |
| EM 412 Extension Methods (in School of Agriculture) | | |
| EM 453 Field Work in Home Economics Extension | Annual | Spring 59 |
| EM 505 Reading and Conference | As needed | Spring 57 |

I. The Instructional Staff

See following pages.

J-L. See School of Home Economics Reports.

## MABEL C. MACK

Rank: Professor

Nature of appointment: Resident Teaching .03 FTE
Extension Administration .97 FTE

Education:

| | | |
|---|---|---|
| Oregon State College - B.S. | Major: | Home Economics |
| | Minor: | Education and business |
| Oregon State College - M.S. | Major: | Home Management |
| | Minor: | Nutrition |

Professional experience:

Elsewhere: None

Here:

1928-40 - County Home Demonstration Agent Jackson County, Oregon Assistant Professor
1940-43 - Nutrition Specialist, Extension Service, Oregon State College
1943-45 - State Supervisor, Extension Service
1945-51 - Assistant State Leader, Extension Service
1951 to present - Assistant Director, Extension Service
1947 (summer) - Resident Teaching, Home Economics Extension
1951-53 - Resident Teaching, Home Economics Extension
1958-59 - Resident Teaching, Home Economics Extension

Membership in professional and scholarly organizations:

- American Home Economics Association
- American Association of University Women
- American Association of University Professors
- Adult Education Association
- Oregon Dietetics Association
- Epsilon Sigma Phi
- Phi Kappa Phi
- Omicron Nu
- Pi Lambda Theta

Publications:

Numerous Extension bulletins on Nutrition and Home Management

## I. 4. a. Teaching Load, 1958-59

### Home Economics Extension
(Carried on Dean of Home Economics Budget)

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Mack | EM 453 | F | 9 | 5 | 1 | 1 | Serves as Ass't. Dir., Fed. Co-op. Extension Service with duties in general administration, supervision of projects in public affairs, consumer marketing, recreation, group development, farm and home safety, and health education; inservice training of extension staff; member of various national, state and local committees. |
| .03 | EM 453 | S | 9 | 5 | 1 | 1 | |

## DEPARTMENT OF INSTITUTION MANAGEMENT

### A. Objectives

1. The particular objectives of this Department.

The objectives of this Department are to educate the individual for professional careers in Institution Management through classroom and laboratory instruction by:

a. Translating and correlating knowledge of food preparation to food prepared in large amounts.

b. Applying high food standards to food served to large numbers of people.

c. Introducing students to use of large steam and electric equipment.

d. Applying scientific principles of management to organization and administration of food service units.

e. Teaching techniques for good personnel relationships and understanding of the underlying psychology.

f. Providing basic understanding for purchasing food in large amounts and major large equipment, in an intelligent manner.

2. Studies made recently, looking to a review of these objectives.

a. As one step in revising the curriculum of the School of Home Economics, the members of the staff of this Department participated in developing a statement of School objectives.

b. Students enter internships that are accredited by the American Dietetics Association and in light of their recent (1957-58) revision, course offerings have been modified and adjusted to fit the change.

c. Each year the offerings of the Department are inspected for the new catalog, and as a result, are continually evaluated.

3. The extent to which these objectives can be carried out by the Department with its present program, organization and resources.

The Department can carry out its objectives with the organization and resources available to a certain extent.

4. Non-instructional activities, and their relation to the educational objectives of the Department.

Staff members of this Department are part-time members of the Department of Dormitories. The Campus food service facilities where approximately 6,000 meals are served daily, are used as a laboratory for classes and a base for experience in actual operation for all students in the Department.

In 1961 additional new facilities in the dormitory system will open. It is anticipated that these will also be under the management of the Institution Management staff.

## B. Evidence of Stability

1. Date of foundation of this Department and continuity of operation since that date.

Marking the beginning of Institution Management was a class offered to "prepare women to become professional housekeepers in institutions such as school dormitories, hospitals, orphanages and hotels."

| | |
|---|---|
| 1908-09 | First course in institution housekeeping given in classroom in Waldo Hall basement. |
| 1914-15 | First off-campus activity, operation of a tearoom in the Oregon Building at the World's Fair in San Francisco.<br>First numbered courses, Catering 210 and Institutional Management 504, were given in classrooms in new Home Economics Building. |
| 1916 | First laboratory course in a college boarding house on Park Terrace Street where three meals a day were prepared by Institution Management students. |
| 1917-18 | Mess halls for military personnel were used for practice experience. |
| 1919-20 | First College Tearoom was opened in basement of Home Economics building and used for practice experience. |
| 1920-21 | Dormitory Management, Tearoom Management and Advanced Institutional Management were courses offered for the first time. |
| 1921-22 | Department of Institutional Management was established. |
| 1922-23 | Tearoom was moved to the top floor of the new wing of the Home Economics Building. |
| 1926 | Name of Department was changed to "Institutional Economics," with three staff members. Tearoom was moved to the new Memorial Union Building, and management was changed to the College Dormitory System. Kitchen of Memorial Union Dining Service was used for quantity foods laboratory. |
| 1933-34 | First master's degree conferred. |

1943 Demand for dietitians raised the number of classes and number of students in classes to the highest in the Department's history.

1948-49 Large quantity foods classes moved to Beatrice Walton Sackett Hall, first new dormitory opened since 1929, housing and providing food service for 450 students.

1955-56 New Men's Cafeteria opened, providing food service for 1500 students. Facilities available for laboratory use.

1959-60 New Snell Hall Cafeteria for 700 men and women added to the dormitory system, increasing facilities for practice experience and laboratory use.

1952-53 Name changed to Department of "Institution Management."

2. Name of administrative head of Department during the last ten years, with period of service.

1949-55 Helen Mulhern, Acting Department Head (at Oregon State since 1948).

1955 to present Helen Mulhern, Department Chairman.

3. Per cent of turnover of teaching staff for each of last five years.

| Year | Total FTE | FTE Turnover | Per cent Turnover | Comments |
|---|---|---|---|---|
| 1954-55 | 0.60 | 0 | - | - - |
| 1955-56 | 0.65 | 0 | - | - - |
| 1956-57 | 0.65 | 0 | - | - - |
| 1957-58 | 0.74 | 0 | - | - - |
| 1958-59 | 0.74 | 0 | - | - - |

4. Yearly enrollments of Department for the last ten years, excluding Summer Session and Extension courses.

| Year | Enrollments in Classes | Student Credit Hours | Per cent of Total School Student Credit Hours |
|---|---|---|---|
| 1949-50 | 91 | 270 | 2.1 |
| 1950-51 | 21 | 162 | 1.6 |
| 1951-52 | 23 | 65 | 0.7 |
| 1952-53 | 49 | 147 | 1.5 |
| 1953-54 | 20 | 57 | 0.6 |
| 1954-55 | 40 | 119 | 1.3 |
| 1955-56 | 18 | 56 | 0.6 |
| 1956-57 | 29 | 86 | 0.8 |
| 1957-58 | 35 | 98 | 0.9 |
| 1958-59 | 26 | 91 | 0.8 |

## C. Finance

1. Funds allocated to this Department for instructional purposes during the last five years, from agencies other than regular institutional income sources. This includes government and foundation gifts or grants; also gift scholarships restricted to this Department.

None.

2. Funds allocated to this Department for research purposes during the last five years, from agencies other than the regular institutional income sources. This includes government and foundation gifts or grants, restricted to this Department.

None.

3. Student-Credit-Hour Cost, not including summer sessions. (Obtained by dividing the yearly department instruction budget--not including building cost or maintenance, or equipment--by the student-credit-hours taught in the Department during the same period.)

| Year | Student Credit Hours | Instruction Cost | Student Credit Hour Cost |
|---|---|---|---|
| 1956-57 | 86 | $ 3,643.27 | $ 42.36 |
| 1957-58 | 98 | 5,523.83 | 56.36 |
| 1958-59 | 91 | 5,482.89 | 60.25 |
| Mean | | | $ 53.00 |

D. Plant

1. Any serious limitation on program resulting from any inadequacy in present physical plant facilities.

This Department has no limitation in carrying out its program due to plant facilities.

2. Greatest need for additional or improved facilities.

There is no great need for additional facilities beyond those now planned. A laboratory for research and experimentation in large quantity food preparation will be desirable when there is further growth and expansion of the program of this Department.

E. Materials and Equipment

1. A tabulation of the total value of equipment and the value of acquisitions during the past three years.

See Self-Evaluation Report 1, E, items 1 and 2.

2. Expenditures for instructional supplies for the past three years.

| | |
|---|---|
| 1956-57 | $ 15.77 |
| 1957-58 | 55.55 |
| 1958-59 | 14.61 |

3. Any major equipment items (costing in excess of $1,000.00) with valuations, indicating those purchased with gift funds.

None.

F. Library

See Self-Evaluation Report I, Section F.

G. Records and Reports

1-5. See Report I, School of Home Economics, Section, G.

## H. The Curriculum

### 1. The scope and content of the entire program of studies by departments.

## Institution Management

The curriculum in Institution Management is planned to provide professional preparation for positions in school lunch, college, industrial, and other types of food services. Students entering this field may wish to take a hospital, restaurant, or college administrative internship following graduation. The department has laboratories and facilities in large group housing and food service adequate for undergraduate and graduate work.

### Upper Division Courses

IM 311. **Quantity Cookery.** 4 hours fall. 2 ① 2 ②
Use of standardized formulae and procedure; use of equipment; menu planning; preparation and service of foods in quantity. Prerequisite: FN 213 or consent of instructor. MULHERN.

IM 320. **Cafeteria Management.** 3 hours. 3 ①
For prospective teachers who will manage a school cafeteria. Menu study; cafeteria plans; accounting. At present offered alternate summer sessions only.

IM 401. **Research.** Terms and hours to be arranged. MULHERN.

IM 403. **Thesis.** Terms and hours to be arranged. MULHERN.

IM 405. **Reading and Conference.** Terms and hours to be arranged. MULHERN.

IM 407. **Seminar.** Terms and hours to be arranged. MULHERN.

IM 408. **Workshop.** Terms and hours to be arranged.

IM 430. **Institution Organization and Administration.** (g) 3 hours fall. 3 ①
Principles of organization and administration as applied to various types of institutions; discussion of employment problems and training, labor laws, office records. Prerequisite: IM 311 or permission of instructor. MULHERN.

IM 440. **Purchasing for Institutions.** (g) 3 hours. 3 ①
Selection, design and materials, cost and arrangement of equipment; sources, standards of quality, grades, methods of purchase, care and storage of food. Prerequisite: IM 311 and IM 430 or consent of instructor. CLEAVELAND.

IM 450. **Institution Experience.** (G) 4 hours spring. 1 ① 3 ③
Practice work in residence halls including daily food production and service, business office procedure, catering, and banquet service. Prerequisite: IM 311, 430, 440. MULHERN.

### Graduate Courses

Courses numbered 400-499 and designated (*g*) or (*G*)
may be taken for graduate credit.

IM 501. **Research.** Terms and hours to be arranged.

IM 503. **Thesis.** Terms and hours to be arranged.

IM 505. **Reading and Conference.** Terms and hours to be arranged.

IM 507. **Seminar.** Terms and hours to be arranged.

IM 508. **Workshop.** Terms and hours to be arranged.

2. Courses offered during the current year (1959-60)

| Catalog Course Listing | Frequency of Offering | Date Last Taught |
|---|---|---|
| IM 311 Quantity Cookery | Annual, 2 sections | Fall 59 |
| IM 320 Cafeteria Management | As needed | Summer 56 |
| IM 401 Research | No recent use | ? |
| IM 403 Thesis | No recent use | ? |
| IM 405 Reading and Conference | As needed | Spring 58 |
| IM 407 Seminar | As needed | Winter 41 |
| IM 408 Workshop | No recent use | ? |
| IM 430 Institution Organization and Administration | Annual, 1 section | Fall 59 |
| IM 440 Purchasing for Institutions | " , 1 section | Winter 60 |
| IM 450 Institution Experience | " 1 section | Spring 59 |
| IM 501 Research | As needed | Spring 56 |
| IM 503 Thesis | No recent use | Spring 47 |
| IM 505 Reading and Conference | As needed | Fall 55 |
| IM 507 Seminar | As needed | Summer 59 |
| IM 508 Workshop | As needed | ? |

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level.

Institution Management is an upper division and advanced level field only.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

The courses in this Department provide for a major in Institution Management and for undergraduate preparation leading to graduate work and research. The following staff members teach courses in Institution Management:

| Name | Rank | Subjects Taught |
|---|---|---|
| Helen Mulhern | Associate Professor | Quantity Cookery<br>Institution Organization and Administration<br>Institution Experience |
| Laura Cleaveland | Associate Professor | Purchasing for Institutions |

5-12. See School of Home Economics Section of Report I.

## I. The Instructional Staff

1. Personnel.

See following pages 232 - 233.

## HELEN MULHERN

Rank: Associate Professor, Chairman of Department

Nature of appointment: Institution Management, Home Economics - .64 FTE
Dormitories - .36 FTE

Education:

| | | |
|---|---|---|
| University of Washington - B.S. | Major: | Nutrition |
| | Minor: | Institution Management |
| University of Washington - M.S. | Major: | Nutrition |
| | Minor: | Institution Management |

Professional experience:

| | | |
|---|---|---|
| Elsewhere: | 1931-34 | Instructor and Manager of College Cafeterias, Indiana University |
| | 1935-42 | Instructor and Manager of College Cafeterias, University of Washington |
| Here: | 1945 to present | Assistant Professor, later Associate Professor; and Manager of Women's Food Service |

Membership in professional and scholarly organizations:

American Dietetics Association
American Association of University Professors
American Home Economics Association
American School Lunch Association

Publications: None

# LAURA M. CLEAVELAND

Rank: Assistant Professor

| Nature of appointment: | | |
|---|---|---|
| | Institution Management, Home Economics | - .08 FTE |
| | Dormitories | - .92 FTE |

Education:

| | | | |
|---|---|---|---|
| Iowa State College | - B.S. | Major: | Home Economics Education |
| Oregon State College | - M.S. | Major: | Institution Management |
| | | Minor: | General Home Economics and Education |

Professional experience:

Elsewhere: 1930-40 - Walnut Community High School - Walnut, Illinois
1941-46 - Southern Branch, University of Idaho

Here: 1946 to present - Assistant Professor

Membership in professional and scholarly organizations:

American Dietetics Association
Oregon Dietetics Association
American Home Economics Association
Oregon Home Economics Association
Omicron Nu
American Association of University Professors

Publications: None

2. Organization, meetings and committees.

The authority vested in this faculty is the same as other Departments in the School of Home Economics and as stated in the Bulletin on Staff Organization and Committees, 1959-60, pages 10-11. The two staff members have voting privileges. Meetings are held monthly and oftener as required. Subjects discussed include internal problems of the Department, cooperation and work with other Departments, television program planning, and summer session plans. No minutes are kept. This Department is not large enough to have committees within the Department. The chairman of the Department has been a member of the School of Home Economics Curriculum Committee and is a member of the Curriculum and Teaching Committee of the local chapter of the American Association of American Professors.

3. Selection, promotion and dismissal.

Since the appointments in this Department are joint appointments between the Department of Dormitories and the School of Home Economics, all changes are made by mutual arrangement and discussion of the Director of Dormitories, Dean of Home Economics and Dean of Administration. Recommendations are then made to the President.

4. Teaching load.

a. In tabular form, names of instructors, giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service activities.

See following page.

## I. 4. a. Teaching Load, 1958-59

### Department of Institution Management

| Instructor FTE | Course Number | Term Taught | Credits | Student Contact Hours | Number of preparations | Enrollment in Course | Other Responsibilities |
|---|---|---|---|---|---|---|---|
| Mulhern<br>.64 | IM 311 | F | 4 | 10 | 4 | 10 | Chairman, Institution Management Department; Manager, Food Service, Women's Residence Halls; Member, H.Ec. Curriculum Comm.; Member, H.Ec. Graduate Comm.; Undergraduate advisees-8; 1 TV program; Member, Television Comm. |
| | IM 430 | F | 3 | 3 | 3 | 10* | |
| | IM 450 | S | 4 | 8 | 8 | 10 | |
| | IM 505 | S | 3 | 3 | 3 | 2 | |
| Cleaveland<br>.08 | IM 440 | W | 3 | 3 | 6 | 8 | Manager, Men's Dormitory Cafeteria and Memorial Union Dining Service; Member, H.Ec. Public Relations Comm.; Treasurer, Oregon Dietetics Association. |

*Plus one graduate student

b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members.

| Year | Student Credit Hours | | FTE | Faculty Student Load |
|---|---|---|---|---|
| Fall 1958 | 46 | Average 30 | 0.74 | 2.6 to 1 |
| Winter 1959 | 21 | | | |
| Spring 1959 | 24 | | | |
| Fall 1959 | 70 | | 0.72 | 6.2 to 1 |

## J. Instruction

1. Provision for improvement of instruction.

The members of this Department use college library facilities as well as periodicals in the Department for keeping abreast of new developments. The field is dynamic and needs breadth of knowledge in recent advances in design and use of equipment as well as new food processing and packaging. Competence of staff in practical application of theory is required when consultations are held on layouts and floor plans for construction of new campus dormitories. Management to which part of staff time is allotted requires knowledge and use of new developments in the field.

The staff works consistently on improvement of subject matter taught in class. Course outlines are kept up to date; teaching procedure and examinations are continually reviewed and improved; conferences on campus on Improving College Teaching and state conferences and pertinent demonstrations are attended when offered.

Informal discussions are held with recent graduates to determine whether needs for internships or new jobs have been met by the course offerings.

Sabbatical leave is provided and some expenses for attending professional meetings.

2. Provision for improving student achievement.

Students are advised carefully according to abilities. When they enter this Department they are already junior, senior, or graduate students and have complied with the background course requirements of the American Dietetic Association. The requirements include chemistry, bacteriology, and physiology, as well as foods and nutrition as a basic core, so that ability of the student for continued work is established to a degree. For this reason, drop-outs are few. Because classes are small, individual conferences in addition to regular class sessions are an established practice. Reports from the directors of internships to which graduates are appointed are regularly received. These reports have so far rated our students very high, and they have compared favorably with internes from other institutions.

## K. Administration

See School of Home Economics Section of Report II.

## L. The Students

1. In tabular form for each major curriculum the average number of freshmen, sophomores, juniors, seniors, and graduate students enrolled during the current year and each of the last three years, including the number of baccalaureate and graduate degrees granted in each curriculum.

See School of Home Economics Section of Report II for data on undergraduates.

Graduate students enrolled during the current year and for each of the last three years.

| Year | Actual number of Graduate Students | Graduate Degrees Granted |
|---|---|---|
| 1956-57 | 6 | 1 |
| 1957-58 | 4 | 0 |
| 1958-59 | 4 | 0 |
| 1959-60 | 1 | 0 |

The Oregon Dietetic Association offers a scholarship each year to a graduate from this Department to be used to help in expenses incidental to entering an internship. All branches of the armed services have scholarships for which juniors and seniors from this Department may apply. The Chairman of the Department is the advisor for students planning to enter internships. Approximately six appointments to internships are made each year. In the past two years, students have accepted internship appointments at Mills College, Oakland, California, Aetna Life Insurance Company, Hartford, Connecticut; Eastman Kodak Company, Rochester, New York; an Air Force dietetic intern is at the University of Michigan Medical School Hospital and other graduates are at the University of Minnesota Medical School Hospital; Harper hospital, Detroit, Massachusetts General; Alameda County, California, Seattle Dietetic Internship; University of Iowa Medical School Hospital, and University of Oregon Medical School Hospital.

# APPENDIX

## Exhibits of Forms Used in the School of Home Economics

***Officials Please Note***

Testimonials are collected with the understanding that they are not shown or quoted to the candidate. They are for the use of employers only. No general testimonials are given to candidates for use at their own discretion.

As soon as these papers have served their purpose they are to be returned to the School of Home Economics, Oregon State College, Corvallis, Oregon.

HE-3-39-8C

# Confidential Information

**Concerning**

**Class of**

**Present Address**

**Telephone**

**Compiled for**

**Position**

☐ **Candidate's Request**

☐ **Our Recommendation**

☐ **Your Request**

☐ **Request of**

**Date**

When these credentials are returned to us, may we have the following information for our records:

Was the candidate employed yes ☐ no ☐

Salary ____________________

# OREGON STATE COLLEGE SCHOOL OF HOME ECONOMICS

## EDUCATIONAL AND PROFESSIONAL DATA

Name (Last) (First) (Middle)

Temporary address* until

(Street) (City) (Zone) (State) (Telephone)

Permanent address

(Street) (City) (Zone) (State) (Telephone)

Citizenship

Birth (Date) (Place)

Marital status Dependents

Physical description (Sex) (Height) (Weight)

Physical handicaps (Specify)

Order of interest in home economics areas

1. 2. 3.

Date of filing

Degree sought

Date expected

Degrees held and dates

Bachelors

Masters

Doctors

Major Area of Concentration

Minor Area of Concentration

Date of last health examination

**Education:** List all schools attended, starting with high school, include business, normal, junior college, college or university including Oregon State College. Also include all summer sessions attended.

| Inclusive dates | Name of school | Location | Degree, certificate, or diploma with dates |
|---|---|---|---|

* Please use pencil for this item.

HE-3-59-BC

Name

Date

**Salaried work experience** (list chronologically)

| Inclusive dates | Firm, school, or institution | Address |  | Rank or title | Nature of work or subjects taught | References |
|---|---|---|---|---|---|---|
|  |  | (City) | (State) |  |  |  |

**Nonsalaried work experience**

At home

Volunteer

| **Travel** | Inclusive dates | Places visited |
|---|---|---|

HE-3.59-8C

Name Date

**Scholastic distinctions**

Year Nature of recognition

**Membership in professional, civic, and social organizations**

Name of organization Offices held, if any

**Extracurricular activities and outside interests**

HE-5-55-5C

## UNDERGRADUATE COURSES

(List courses and the College or University where taken)

| School______ | | School______ | | School______ | | School______ | |
|---|---|---|---|---|---|---|---|
| *First Year* | | *Second Year* | | *Third Year* | | *Fourth Year* | |
| Subject | Credits* | Subject | Credits* | Subject | Credits* | Subject | Credits* |

List Graduate Courses on a separate page giving: college or university, subject, number of credits*, instructor, date.

* Quarter Hours

HE-6-59-9C

5

Name Date

**Candidate's page** This is your page. You may write on it whatever you desire for whatever purpose you may have in mind.

**Confidential Information Concerning:**

Name ____________________________ Address ____________________
Official Title ________________________ Date ______________________

Please return to School of Home Economics, Oregon State College, Corvallis, Oregon.

[illegible]

# TRIAL STUDY LIST

Class ....................................
Name..........................................................................
Course ....................................
Date ....................................

| Subject | Course | No. | Cred. | Room | M | Tu | W | Th | F | S | IBM Card Sec. No. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
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| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |

Schedule for 19__

Name ______________________________

Address ______________________________

FALL TERM

| Subject | Crs. | No. | Cr | Room | M | T | W | T | F | S |
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WINTER TERM

| Subject | Crs. | No. | Cr | Room | M | T | W | T | F | S |
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SPRING TERM

| Subject | Crs. | No. | Cr | Room | M | T | W | T | F | S |
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(OF - 04)

# Form for Evaluating Credits for Graduation

Transfer College
Hours
G. P.
G. P. A.

Circle credits earned: OSC - Red
TRANS. - Blue

Student's Name: Transfer: Yes No

| | A | B | C |
|---|---|---|---|
| English Comp. | 3 3 3 | 3 3 3 | 3 3 3 |
| Physical Education | 1 1 1 1 1 | 1 1 1 1 1 | 1 1 1 1 1 |
| Hygiene | 2 | 2 | 2 |
| Art | | | |
| Color & Comp. AA 160 & 161 | 3 3 | 3 3 | 3 |
| House Planning AA 178 | 3 | 3 | - |
| Literature or U.Div For. Lang. | 3 3 3 | 3 3 3 | 3 3 3 |
| Extp. Speaking 111 or Journ. 111 | | 3 | - |
| Science | | | |
| Laboratory Science | 3 3 3 or 4 4 4 | *3 3 3 | 3 3 3 or 4 4 4 |
| Organic Chemistry Ch 221 | — | 4 | - |
| Bio Chemistry Ch 250 | - | 4 | - |
| Bacteriology Bac 204 | - | 3 | - |
| Physiology | 3 3 | 3 3 | - |
| Social Science | | | |
| History of Western Civ. | 3 3 3 | 3 3 3 | **3 3 3 |
| Psychology 201 & 202 | 3 3 | 3 3 | 3 3 |
| Sociology 212 | 3 | 3 | 3 |
| Economics 212 | 3 | 3 | 3 |
| Political Science | 3 | 3 | 3 |
| Electives | 1 1 1 1 1 1-1 1 1 | - | 1 1 1 1 1 1-1 1 1 1 1 1 |
| Science & Social Science | | | 1 1 1 1 1 1 1 1 1 |
| Must Total 45 Hours | | | |
| Home Economics: | | | |
| Clothing & Related Arts | | | |
| CT 111, 211, 250 | 3 3 3 | 3 3 3 | 3 3 3 |
| 212, 331, U.Div. | 3 3 3 | 3 3 3 | 3 |
| 231 | - | - | 3 |
| Family Life & HAd | | | |
| FL 222 | 2 | 2 | 2 |
| FL 311, 312, 425 | 3 3 3 | 3 3 3 | 3 3 3 |
| HAd 101 | 1 | 1 | 1 |
| HAd 340, 341, 450 | 2 2 5 | 2 2 5 | 2 2 5 |
| Foods and Nutrition | | | |
| FN 225 | 3 | 3 | 3 |
| FN 211, 212, 213 | 3 3 3 | ——— | 3 3 3 |
| or | | | |
| FN 220, 221, 222 | ——— | 3 3 3 | ——— |
| FN 325 or 321 | 2 or 4 | 4 | 2 or 4 |
| Upper Division | 3 | 3 | - |
| ***Upper Division Home Ec. Electives | | | 1 1 1 1 |
| Electives | | | |

## TRANSFER SHEET

(For evaluating transfer credits)

Date____________________________

Name____________________________

Courses which are allowed credit: Courses to be taken:

Clothing and Textiles

Dept. Head________________________

---

Foods and Nutrition

Dept. Head________________________

---

Household Administration

Dept. Head________________________

---

Home Economics Education and General Education

Dept. Head________________________

(CF-50)

Oregon State College
School of Home Economics

Adviser:____________________ Date:________________

Changes Made in Registration
at Coliseum ________________

| Student | Courses Dropped | Courses Added |
|---|---|---|

OF-40

REQUEST FOR CHANGE OF GRADUATION REQUIREMENT

SCHOOL OF HOME ECONOMICS
OREGON STATE COLLEGE
CORVALLIS, OREGON

(To be filed in Home
Economics Office)

Date ________________, 19___

To: Dean of Home Economics

________________________________, who will have completed all of the
(student's name)
courses and the 192 hours required by the college for graduation by ___________,
19___, requests:

(a) the privilege of graduating then without the course ____________
________________________________________, which is required
by the School of Home Economics. She promises to take this course
by ________________________, 19___.

and/or (b) that she be allowed to substitute ______________________
for the required course ______________________________.

and/or (c) that the following arrangement be made: __________________
____________________________________________
____________________________________________

REASON FOR THIS REQUEST: ______________________________
____________________________________________
____________________________________________
____________________________________________

APPROVED BY ______________________
adviser

APPROVED BY ______________________
(Department Head)

APPROVED BY ______________________
(Dean of Home Economics)

Date of approval ____________________

(Of-42)

Senior Clearance Sheet for Graduation

OREGON STATE COLLEGE
SCHOOL OF HOME ECONOMICS
Requirement Report
19 -

Adviser ____________________

Name ____________________ Degree Sougth: B.S. B.A. Curriculum A B C

| | SEPTEMBER | | WINTER TERM | | SPRING TERM |
|---|---|---|---|---|---|
| | Re-quired | Yet to be completed | Yet to be completed | Now reg for | Yet to be completed |
| **For Senior Standing** | | | | | |
| Term Hours | 135 | | | | |
| Grade Point Average | 2.00 | | | | |
| English Composition | 9 hrs | ____ | ____ | ____ | ____ |
| Physical Education | 5 hrs | ____ | ____ | ____ | ____ |
| Hygiene | 2 hrs | ____ | ____ | ____ | ____ |
| **For Graduation** | | | | | |
| Term Hours | 192 | ____ | ____ | ____ | ____ |
| Grade Points | 384 | ____ | ____ | ____ | ____ |
| Sci. or Soc. Sci or Sci. and Soc. Sci. | 45 | ____ | ____ | ____ | ____ |
| Upper Division | 45 | ____ | ____ | ____ | ____ |
| * Major Department | ** 36 | ____ | ____ | ____ | ____ |
| Upper Division Major | 24 | ____ | ____ | ____ | ____ |
| Earned After Senior Standing | 45 | ____ | ____ | ____ | ____ |

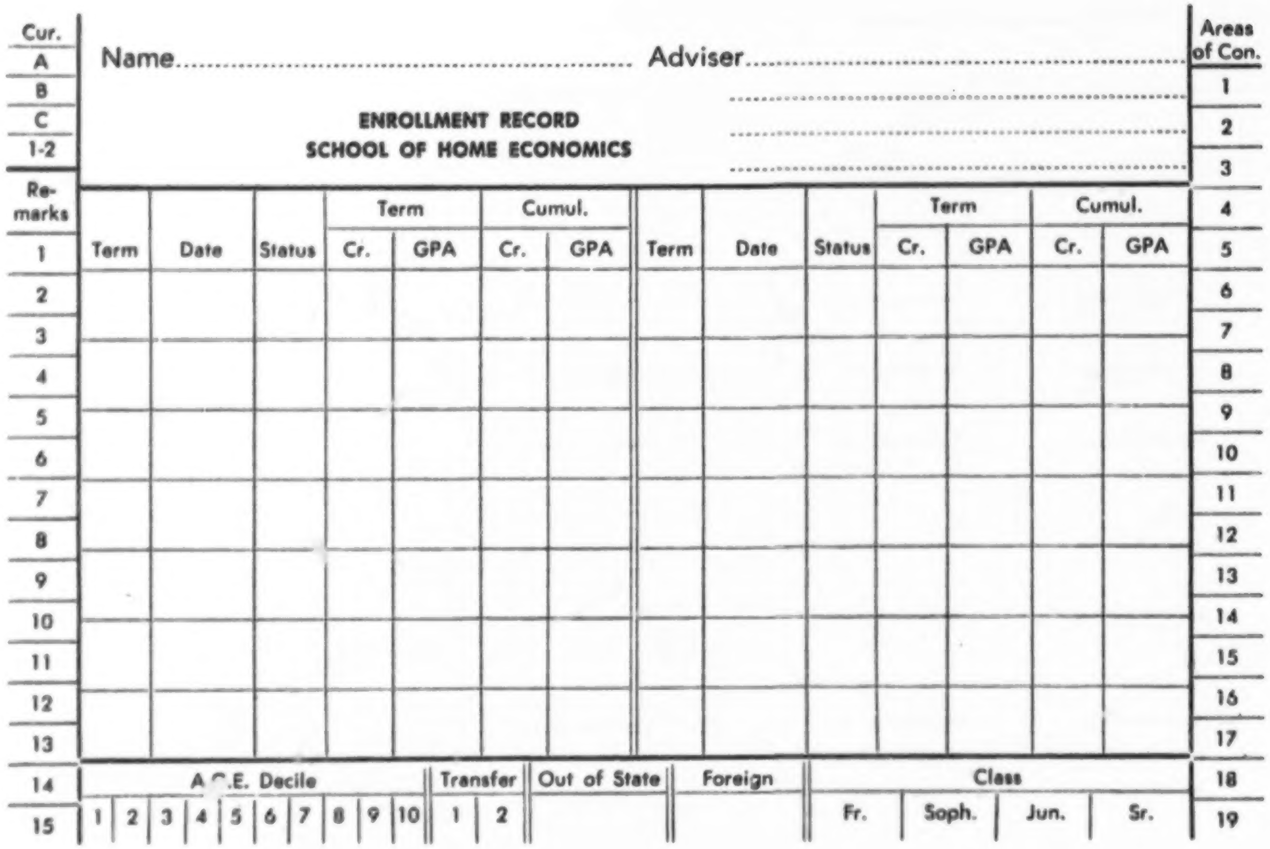
Specific Course Deficiencies (# Now registered for) ____________________

Remarks:

**NOTE:** If this does not agree with your records, it is important that you check immediately with the Home Ec. Office

* Varies with Curriculum
** Minimum College Requirement

(Of-05) 8/59



Cur.
A
B
C
1-2

Name.................................................... Adviser....................................................

## ENROLLMENT RECORD
## SCHOOL OF HOME ECONOMICS

Re-marks
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11
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13
14
15

| | | | Term | | Cumul. | | | | | Term | | Cumul. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Term | Date | Status | Cr. | GPA | Cr. | GPA | Term | Date | Status | Cr. | GPA | Cr. | GPA |
| | | | | | | | | | | | | | |
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| A.C.E. Decile | | | | | | | | | | Transfer | | Out of State | Foreign | Class | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | | | Fr. | Soph. | Jun. | Sr. |

Areas of Con.
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### HOME ECONOMICS STUDENTS
Master List
19 -

| Probation | | | | Registered | | | Name and Class | Adviser |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

## SUMMARY SHEET
## SCHOOL OF HOME ECONOMICS
Quarter,
Class List #2

| DEPARTMENT | MAJOR | NON-MAJOR<br>M | <br>W | NON-MAJOR<br>TOTAL | TOTAL | % MAJOR | % NON-MAJOR |
|---|---|---|---|---|---|---|---|
| CLOTHING & TEXTILES | | | | | | | |
| FAMILY LIFE | | | | | | | |
| FOODS & NUTRITION | | | | | | | |
| HOME ADMINISTRATION | | | | | | | |
| INSTITUTION MANAGEMENT | | | | | | | |
| TOTAL | | | | | | | |

## INDIVIDUAL NON-MAJOR STUDENTS IN HOME ECONOMICS CLASSES
Quarter,
(Tabulated from class lists and duplicates removed)
(Includes Graduate School - )

| DEPARTMENT | NON-MAJORS |
|---|---|
| CLOTHING & TEXTILES | |
| FAMILY LIFE | |
| FOODS & NUTRITION | |
| HOME ADMINISTRATION | |
| INSTITUTION MANAGEMENT | |
| TOTAL INDIVIDUAL NON MAJOR STUDENTS IN THE SCHOOL OF HOME ECONOMICS | |

SOURCE OF NON MAJOR STUDENTS BY SCHOOL ( B&T, L.D., etc.)

| School | Number |
|---|---|
| Agriculture (01) | |
| Business and Technology (02) | |
| Education (03) | |
| Engineering (04) | |
| Forestry (05) | |
| Home Economics (06) | |
| Pharmacy (07) | |
| Science (08) | |
| Graduate (09) | |
| Graduate of School Indicated (90) | |
| Lower Division (10) | |
| Defense Education (11) | |
| Physical Education (12) | |
| Staff (13) | |

DEPARTMENT:

SCHOOL OF HOME ECONOMICS
Quarter,

| COURSE | SECTION | MAJOR | NON MAJOR | | NON-MAJOR TOTAL | TOTAL | % MAJOR | % NON MAJOR | INSTRUCTOR |
|---|---|---|---|---|---|---|---|---|---|
| | | | M | W | | | | | |
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Form B

# FRESHMAN PERSONNEL BLANK

(Information given on this sheet will be kept strictly confidential)

1. Name........................ In what school or division are you registering?........................ Date........................

2. Date and place of birth........................ Sex M F Race Nationality........................ Married Date........................ Children........................ Religion........................

3. Permanent Address........................ Lodge Affiliations........................

5. High School last attended........................ Location........................ Date of Graduation........................

| 6. Names of parents or guardians | Place of birth | U. S. Citizen | Education H. S. | Education College | Education Degree | Occupation | Address |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |

Corvallis Address........................ Telephone........................ Height........................ Weight........................ Health........................

Disabilities, Poor eyesight (......). Deficient hearing (......), etc........................

Place an **L** before the two subjects taken by you in high school that you liked best. Place a **D** before the two subjects you disliked most or liked least.

........English Literature
........English Composition
........Agriculture
........Mathematics
........Latin
........Modern Languages
........Physics
........Chemistry
........Biology
........Bookkeeping
........Typewriting
........Shorthand
........Painting
........Drawing
........Music
........History
........General Science
........Social Science
........Mechanical Drawing
........Home Economics
........Shop Work
........World Geography
........ ........................
........ ........................

Special training you have had, such as music, art, dancing, speech, etc.

Kind........................ Amount........................
Kind........................ Amount........................
Kind........................ Amount........................

Indicate strong interests or hobbies up to the present.

........................

........................

List your extra-curricular activities together with any offices you have held in high school.

Name of other special schools attended.

School Course Year

What experience have you had working for pay?........................

| Kind of work | Just what did you do? | Yrs. | Mo. | Sal. |
|---|---|---|---|---|
| | | | | |

Books recently read........................

Magazines and papers read regularly........................

Are you totally or partially dependent on your own earnings?........................ If so, state hours per week and nature of work you expect to do while in college........................

........................

Receiving aid from what special fund or honorary scholarship, if any?........................

What do you plan to take up as your life work?........................

What led you to choose this occupation?........................

Are you working for a degree?........................ Would you like additional information concerning vocational opportunities........................

Father living........................ Mother living........................ Number of brothers and sisters older........................ Younger........................

Did you live at home while attending high school?........................ If not, state why........................

Do you have an automobile?........................ If so, did you bring it to college?........................

2M-7-1-'34

## PERSONAL DATA SHEET

NAME____________________________________ DATE__________________________________

CLASS___________________________________ YEAR OF EXPECTED GRADUATION____________

WORK EXPERIENCE:

| PLACE OF EMPLOYMENT | POSITION | PERSON RESPONSIBLE TO | HOURS PER WEEK | | | |
|---|---|---|---|---|---|---|
| | | | FR. | SOPH | JR. | SR. |
| SUMMER | | | | | | |
| SCHOOL YEAR | | | | | | |

PERCENT SELF-SUPPORTING: FR._____ SOPH._____ JR._____ SR._____

OTHER FINANCIAL RESPONSIBILITIES____________________________________

(Use back of sheet for explanation if desired)

HONOR AND AWARDS RECEIVED:

CAREER INTERESTS AS A:

| FRESHMAN | SOPHOMORE | JUNIOR | SENIOR |
|---|---|---|---|
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |

ACTIVITIES:
- Home Ec Club
- AWS
- Student Government
- Honor and Service Club
- Living Group
- Music
- Publication
- Speech (Radio, TV)
- Religion
- Memorial Union
- Athletics
- Others

| ACTIVITY | POSITION | FACULTY ADVISER | FR. | | | SOPH | | | JR. | | | SR. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | W | S | F | W | S | F | W | S | F | W | S |
| | | | | | | | | | | | | | | |

## PERSONAL DATA SHEET (CONT'D.)

| ACTIVITY | POSITION | FACULTY ADVISER | FR. | | | SOPH | | | JR. | | | SR. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | F | W | S | F | W | S | F | W | S | F | W | S | |
| | | | | | | | | | | | | | | | |

OF - 26 11/59

## SCHOOL OF HOME ECONOMICS

TO: Home Economics Advisers

FROM: Winnifred K. Fulmer, Head Counselor

SUBJECT: Personality Reports

Personality Reports are needed for the files for each of the Home Economics students in your classes. They are due in the office at the close of each term. Please turn them in before leaving the campus, or before the beginning of next term if you feel rushed now.

Blank forms (attached) are available in the office. You may use the form you prefer or you may write an anecdotal statement.

Thank you for your cooperation.

## SCHOOL OF HOME ECONOMICS
## PERSONALITY REPORT

Student .................................................................. Term.......................... Year...........................

Course ............................................................... No. ........................... Grade..............................

Instructor ................................................................

COMMENT:

H. E.-3-58-0M

## Check List for Personality Report

Name of Student________________________ Course______________
Class: Freshman Sophomore Junior Senior Date ______________

On this form are suggestions for evaluating a student. Brief comments, check marks, or underlined words may be used to give your estimate of the student.

1. Appearance

2. Manner
   a. Voice and speech
   b. Use of English
   c. Use of social form (courteous, etc.)
   d. Impression of manner (pleasant, gracious, etc.)

3. Performance in relation to capacity

4. Special skills or abilities

5. Methods of work
   a. Capacity to organize
   b. Utilization of time and energy

6. Initiative and independence
   a. Goes beyond requirements of course____ b. Initiates own projects____
   c. Stands up for own ideas______ d. Does critical thinking______

7. Ability to use resources for learning
   a. The teacher
   b. Laboratory facilities
   c. Reading references
   d. Class discussion
   e. Related experiences - radio, papers, films, bulletin boards, speakers

8. Reaction to suggestion, criticism, new concepts
   a. Resists____________________ b. Neither resists nor utilizes__________
   c. Welcomes and utilizes________________

9. Sense of responsibility
   a. Honest_____ b. Punctual____ c. Dependable_____ d. Resists temptation to exploit others_____ e. Contributes to welfare of others_____

10. Relation to other people
    a. Leads_____ b. Follows_____ c. Sensitive to needs of others_____
    d. Self centered_____ e. Ability to work with students, teachers_____

11. Understanding of self (capacity for being objective)
    a. Extent to which student is objective
    b. Any problems in personal adjustment

12. Capacity for creative, original thinking

13. Growth change (or development) in skills, understandings, personality

14. Additional Comments (use back of page):

(Cf. - 22)

Signature:

## SCHOOL OF HOME ECONOMICS
## Oregon State College

HOME ECONOMICS ADVISERS:

In order to have as fair an appraisal of each student as possible in presenting recommendations to the Academic Deficiencies Committee at the end of this term, your help is needed.

Listed below are your advisees who are on probation at the present time; also, your advisees who received warnings. A statement as to:
(1) the curriculum in which the student is enrolled
(2) your estimate of the student generally
(3) your opinion as to whether she would profit more by being allowed to continue in school or by being dropped
(4) any circumstances that you know have been factors in her failure academically (Example: health, family troubles, financial, etc.)

Your comments will be appreciated. The situation is particularly critical for students already on probation who received warning reports.

Some of you have already sent me reports on your advisees who received warnings. If you have any further comments, please include them here.

Please return these reports to the Home Economics Office by the end of the term.

Winnifred Fulmer
Head Counselor

Probation

Received Warnings

(Of-14)

SCHOOL OF HOME ECONOMICS
October 5, 1959

TO: Advisers

FROM: Winnifred K. Fulmer, Head Counselor

SUBJECT: (1) Programs of Low Decile Students
(2) Folders of Students Not Registered

(1) We received a copy of the programs of all new Home Economics students with deciles of 1, 2, and 3. Congratulations to you for your good advising, as they have good programs in almost every instance. One concern, however, regarding English decile 1 students. Many are not scheduled to go to the Corrective English sessions TuTh 8 in the Home Economics Auditorium. Some have programs with other classes at this time which might have been avoided. Others are free at this time, but it does not appear on their programs. Would you please call you 1 (or even 2) English Decile students and get them into the "help" session right away if at all possible.

(2) Please return to the office as soon as possible folders of your advisees who have not registered this fall. We need these to complete our records in the office.

Thank you.

MJL

____________ Term, ______ Year     Students Name ________________

## FOUR OR EIGHT WEEK REPORT

(1) Instructor's Name ________________ Course Number ________ Credits _____

(2) Instructor's Name ________________ Course Number ________ Credits _____

(3) Instructor's Name ________________ Course Number ________ Credits _____

**Front of Card**

| | (1) | (2) | (3) |
|---|---|---|---|
| I have discussed this situation with the student. | | | |
| I would like to discuss this situation with the student. | | | |
| I believe a conference with the student to be unnecessary. | | | |
| I believe the student is solving his problem and is likely to make satisfactory grades toward the end of the term. | | | |
| I believe the student is not solving his problem. | | | |

**Back of Card**

**Factors Contributing to Unsatisfactory Achievement**

| | | | |
|---|---|---|---|
| Failure to attend class regularly. | | | |
| Test grades below passing. | | | |
| Apparent lack of interest. | | | |
| Coming to class unprepared. | | | |
| Wasting time in the laboratory. | | | |
| Apparent lack of necessary background. | | | |
| Tends to depend too much upon help from others. | | | |
| Failure to turn in assigned written work. | | | |
| Work handed in shows: | | | |
| poor organization | | | |
| lack of neatness | | | |
| poor English usage | | | |
| poor spelling | | | |

Other:

Instructor's Recommendations:

| | | | |
|---|---|---|---|
| Confer with advisor. | | | |
| Schedule more time for study in this course. | | | |
| Discuss personal problems with Dean of Men or Women. | | | |
| Withdraw from the course | | | |
| Take remedial courses | | | |
| Obtain a tutor | | | |
| Take a program not requiring work in this area | | | |

Other:

OREGON STATE COLLEGE
SCHOOL OF HOME ECONOMICS
Corvallis, Oregon

May 18, 1959

Dear Home Economics Freshman:

By now, some of you may have developed an interest in a special area of Home Economics. If your present adviser is not in the field of your major interest, you may wish to change. There is one exception to this. For those of you who plan to teach Home Economics, you will continue to be advised by someone in a subject matter area. You will have special sessions arranged with Home Economics Education staff regarding your program in that area.

The following staff members will not be available for advising next year: Miss Buckwalter, Miss Garrison, Miss Shea, and Mrs. Staton. Advisees of these instructors will be reassigned and are invited to request their new advisors.

If for any reason you need to change advisors, please come to the Home Economics Office to make your request. All changes should be made before the end of the school year.

We hope your first year of college has been pleasant and profitable. We extend our best wishes for a good summer and shall look forward to seeing you next fall.

Plan to make an appointment with your advisor before the first day of registration to have your fall program approved. Remember that your advisor must sign your trial study slip before you can register.

Sincerely yours,

| | |
|---|---|
| Miriam Scholl<br>Dean | Winnifred K. Fulmer<br>Head Counselor |

MS:WKF/mjl

## SCHOOL OF HOME ECONOMICS

____________________
(date)

______________________________:
(advisor)

______________________________has been
(student's name)

(added to) (removed from) your list of advisees.

Please add her name to your copy of your advisee list.
    (a) We will give her folder to you as soon as possible.
    (b) Her folder is herewith attached.

Please remove her name from your copy of your advisee list and return her folder to the office as soon as possible.

OREGON STATE COLLEGE
SCHOOL OF HOME ECONOMICS
CORVALLIS, OREGON

OFFICE OF THE DEAN

November 18, 1959

Mrs. Joanna B. Wadsworth
1560 S. 3rd Street
Corvallis, Oregon

Dear Joanna:

Dean Scholl and the Home Economics Staff join me in extending congratulations to you on being honored by Phi Kappa Phi. We were very pleased to see this recognition given to you. You have made a fine record and we hope that the balance of your college life will be happy and satisfying in every respect.

Best wishes to you.

Sincerely,

(Mrs.) Winnifred K. Fulmer
Head Counselor
School of Home Economics

WKF:pm